

Special Educational Needs and Disability
(SEND)
Policy & Offer



OAK FARM
PRIMARY SCHOOL

Approved by: Governors

Date:

Last reviewed on: September 2023

Next review: September 2024

Inclusion Team

Inclusion Manager Rosina Frempong

SENDCo Kathryn Smith

Welfare Lead Annie Gammell

Welfare Assistants Natalie Kirby
Charmaine Hill

Inclusion Governor

Brief description of school, phase, size, any special/resource based provision on site
<p>Oak Farm Primary School is a larger than average primary school with a 104 place Nursery which offers flexible hours. It is located in Uxbridge in the London Borough of Hillingdon. There are three forms of entry in every year group from Reception to Year 6.</p> <p>Specialist Provision on site There is currently no specialist provision on site.</p>

Oak Farm is a mainstream Primary school and as such we strive to be as inclusive as possible, when meeting the needs of pupils with Special Educational Needs and/or Disabilities.

The school will meet the needs of children with the following SEND:

- Cognition and learning
- Communication and interaction
- Mental, Emotional, Social Health
- Sensory /physical

The information below details the offer within the school and nursery and ways in which parents, children and young people may access the support required. Oak Farm Primary School values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. All children with SEND are valued, respected and equal members of the school. Every effort is made to ensure that pupils identified as having SEND are fully integrated into mainstream classes and have full access to the National Curriculum.

As such, provision for pupils with SEND is a matter for the school as a whole.

“All teachers and key workers are teachers of pupils with SEN”.

THE SEND AIMS OF THE SCHOOL

- To enable every pupil to experience success
- To ensure that all pupils have access to a broad and balanced curriculum, including the Foundation Stage and the National Curriculum where appropriate.
- To provide a differentiated curriculum appropriate to the individual's needs and abilities.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

ADMISSION TO THE SCHOOL

Any parent or carer who wishes their child to attend Oak Farm Primary School needs to apply through the Local Authority; at the point of application parents or carers should detail any Special Educational Needs their child is experiencing. Pupils who have an Education, Health and Care Plan need to inform the Local Authority at time of application so that they can consult the school to ensure that we are an appropriate placement for their child.

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL: Who are the best people in school to talk to about my child's difficulties with learning / Special Educational Needs / Disability (SEND)? How can I talk to them about my child if I need to?

People	Summary of responsibilities
Class teacher (she/he is recommended as the first point of contact if you have any concerns).	She/he is responsible for: <ul style="list-style-type: none">• Making sure that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as personalisation or differentiation).• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCo as necessary.• Writing Provision Maps, also sometimes called Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term.• Making sure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.

	<ul style="list-style-type: none"> • Making sure that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This <i>may</i> involve the use of additional adults, outside specialist help and specially planned work and resources. • Making sure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
The SENCO	<p>At Oak Farm Primary School the role of SENCO is responsible for:</p> <ul style="list-style-type: none"> • Coordinating the support for children with Special Educational Needs and or Disabilities (SEND), and developing the school's SEND Policy • Making sure that class teachers are supported to ensure that you are: <ul style="list-style-type: none"> - Involved in supporting your child's learning - Kept informed about the support your child is receiving - Involved in reviewing how your child is progressing - Involved in planning your child's support. - Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy • Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are accurate records of your child's progress and needs. • Providing support and training for teachers and support staff in the school so they can help your child to achieve their potential. • Supporting your child's class teacher to set targets for your child to achieve. • Preparing an application for a statutory assessment for an Education, Health and Care Plan, if appropriate.
Support Assistants (LSAs) may be allocated to some pupils with SEND or may be specialists in a particular type of support or intervention.	<p>Support Staff Teaching Assistants (often referred to as TAs) provide support in a number of different roles at Oak Farm Primary School. This ranges from within class support, to providing support outside of the classroom for pupils with additional needs.</p> <p>Learning Support Assistants (often referred to as LSAs) provide more personalised support to individual pupils in class. They may be allocated to work for short periods of time with an individual pupil with very complex special educational needs and/or disabilities but primarily work with a small group of pupils.</p> <p>Whilst LSAs play a very valuable role in your child's education, questions regarding your child's learning and progress should be directed to your child's class teacher. The class teacher and SENDCo are fully involved in any support offered and make the decisions, in conjunction with parents, on the type of support and interventions.</p>
The Inclusion Manager / Deputy Head	<p>She is responsible for:</p> <ul style="list-style-type: none"> • The day-to-day management of all aspects of the school, this includes the support for children with SEND. She delegates responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met and that they make the best possible progress. • She must make sure that the Governing Body is kept up to date about all issues in the school relating to SEND.
SEND Governor	<p>She is responsible for:</p>

	<ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy. At Oak Farm the SEND Policy forms part of the school’s information report or ‘school offer’. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the school’s SEND funding is appropriately spent. • Making sure that the necessary support is made for any child who attends the school who has SEND. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. <p>Our SEND Governor meets with our Inclusion Manager at least termly to ensure they are fully informed about inclusion within the school.</p>
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HOW COULD MY CHILD GET HELP IN SCHOOL?

Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the pupil on the school SEND Register. The aim of formally identifying a pupil with SEND is to help ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four-part process:

- Assess
- Plan
- Deliver
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the needs of a pupil change.

Children in school will get support that is specific to their individual needs. This may be provided by the class teacher or may involve:

- Staff who will visit the school from the Local Authority’s Sensory Services (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service, Educational Psychology Service (EPS) and Occupational Therapy Service (OT).

<h4>How will we support your child with identified SEND starting at school?</h4>
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| <ul style="list-style-type: none"> • If your child has been allocated a place in our school by the Local Authority and they have SEND, please contact us as soon as you receive the offer as we may not have details of their needs at this stage. • If other professionals are involved, we will endeavour to hold a Team Around the Family (TAF) meeting to discuss your child’s needs, share strategies used, and ensure provision is put in place before your child starts. • A member of staff <i>may</i> make a home visit and also visit your child if they are attending another provision or school • If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group. • Following a settling in period, the class teacher will arrange an early meeting with you to review your child’s learning and progress. |
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- Staff will then hold regular meetings in school to monitor the progress of your child and review this with you

How can I let the school know I am concerned about my child's progress in school?

- If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity.
- If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the Inclusion Manager/SENDCo or Headteacher

How will the school let me know if they have any concerns about my child's learning in school?

- When a teacher or you have raised concerns about your child's progress, and high quality teaching has not met your child's needs, the teacher will raise this with the SENDCo.
- The teacher will discuss your child's progress with you at our termly parents' evenings when you will be informed of your child's progress and any additional support being given.
- Schools also have regular meetings between each class teachers and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you.
- If your child is still not making expected progress the school will discuss with you:
 - Any concerns you may have
 - Any further interventions or referrals to outside professionals to support your child's learning
 - How we could work together, to support your child at home/school.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- Specific resources and strategies will be used to support your child individually, and in groups so that they can learn most effectively
- Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs and increase your child's access to the curriculum offer

How will you measure the progress of my child in school? And how will I know about this?

- Your child's progress is continually monitored by their class teacher.
- His/her progress is reviewed formally every term and an Early Years/ Year Group related expectation (ARE) is given in reading, writing and maths as well as progress in other areas, as appropriate, such as attendance, engagement in learning and social and emotional development.
- The progress of our pupils with more complex needs are tracked through either the Engagement Profile (for the most complex needs) or the Pre Key Stage One/Two Standards 1-3 (known as PKS1.1, PKS1.2 or PKS1.3).
- At the end of each Key Stage (i.e. at the end of Year 2 and Year 6) all children are more formally assessed. The school's strategy for doing this is through teacher assessment and end of Key Stage SATs.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents, involved with the child's education.
- A range of ways will be used to keep you informed, which may include:

- Home/school communication (calls, emails)
- Additional meetings as required
- SEND Plans
- Annual Reviews
- End of Year Reports

What support do we have for you as a parent of child with an SEN/and or disabilities?

- We would like you to communicate with your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. A member of the Inclusion Team can also discuss with you any new assessments and ideas suggested by outside agencies for your child.
- Provision Maps, IEP's or SEND Support Plans will be reviewed with your involvement regularly.
- Home Learning will be adjusted as needed to your child's individual needs
- We will be happy to consider any ideas in order to support your child. If your child is undergoing statutory assessment for an EHC Plan you can also be supported by the independent advisory service SENDIASS. They will ensure that you fully understand the process and can be contacted on -01895 277001.

How will we support your child when they are leaving this school? OR when moving on to another class?

We recognise that 'moving on' can be difficult for all children and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school and this is a planned move:
 - We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
 - We will contact the new school's SENDCo and ensure s/he knows about any special arrangements or support that needs to be made for your child.
 - Where possible we will support a visit to the new school in advance of the move.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher. All Provision Maps, IEPs and SEN Support Plans will be shared with the new teacher.
 - In Year 6 – Our SENCO and Year 6 teachers will discuss the specific needs of your child with the transition staff from their secondary school:
 - Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.
 - A programme of transition is also offered to pupils as needed.