Oakley School And Nursery SEND Policy and Information Report

Adopted by Trustees: 15th July 2025 (no changes for 2025/26)
Next Review Date: July 2026
Person responsible for overseeing the implementation: CEO

Chair of Trustees signature: C. L Chevassut

School: Oakley School
Policy Owner: Katie Whitney (Secondary) and Beccy Kelsall-Gooch (Primary)

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1. Objectives of the Policy

At Oakley School we aim to create an inclusive culture that enables pupils to be happy, confident, independent learners who grow to become the very best they can be. The objectives of this policy are:

To ensure the needs of all pupils with SEND are met through a positive culture, good management and appropriate deployment of resources

To ensure that all pupils with SEND are enabled to reach their full potential, taking into account targets based on prior attainment and teacher assessment

To ensure that all pupils are enabled to enjoy their time in school

To identify any pupil's SEND as early as possible in order to put in place appropriate interventions and resources

To enable full participation alongside other pupils

To ensure that pupils with SEND, where there may be a vulnerability, are kept safe at all times within the school environment and are enabled to integrate as fully as possible with the school population having equal opportunities.

To correspond to all SEND requirements and provisions contained in the SEND Code of Practice 2014

To ensure all working practice is kept in line with current local and national policies relating to SEND

To work in partnership with parents, pupils, educational professionals, and external agencies to enable the best possible outcomes for our children

To access and utilise all available resources, training opportunities and funding in order to provide the best possible outcomes for our children

2. Definition of Special Educational Needs and Disabilities (SEND)

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them." Code of Practice, 2014

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them 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 they fall within the definitions above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill).

There are four areas of need set out in the code of practice, these are:

- Cognition and Learning
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and/or Physical

3. Roles and Responsibilities

The SENDCOs at Oakley School are Katie Whitney (Secondary) and Beccy Kelsall-Gooch (Primary) who have completed 'The National Award for Special Educational Needs and Disabilities Coordination'.

Name/Role	Contact Details
Head teacher	Sarah Kaye Kaye.s@stowevalley.com 01926 290646
SENDCo	Katie Whitney Whitney.k@stowevalley.com 01926 290646 Beccy Kelsall-Gooch Kelsall-gooch.r@stowevalley.com 01926 290646
Assistant SENDCo	Nat Selby selby.n@stowevalley.com 01926 290646
SEND Governor	Sonia Taykar taykar.s_g@stowevalley.com

The key responsibilities of the SENDCO include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND 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 SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals
- 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 Head Teacher 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

The SEND Governors meet regularly with the SENDCO. Their role, on behalf of the Local governing body, is to monitor progress and provision for pupils with SEND and to monitor the budget for Special Educational Needs.

4. Facilities for vulnerable pupils or those with SEND

Oakley School benefits from the following facilities:

- Lifts between floors
- Wheelchair access
- Safe / quiet spaces
- Disabled toilets
- EVACC chairs

5. Identification, assessment, monitoring and review.

The rate of progress a child makes is carefully tracked and monitored during their time at Oakley School. If their rate of progress is slow despite high quality teaching and targeted interventions, the class teacher will refer to the SENDCO.

The SENDCO will liaise with the child's parents, class teacher and other staff who may have supported the child; complete diagnostic work with the child if appropriate; and refer the child (with parental consent) to specialist professionals who work with the SENDCO (e.g.

Specialist Teaching Service, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, etc.). Other professionals (external agencies) may also raise concerns via the SENDCO, which may also lead to identification of pupils with SEND. The SEND register will be updated to reflect these changes.

Once this information has been gathered, a meeting will be arranged with parents and professionals to discuss the child's needs and the appropriate actions that need to be taken to help support their learning, including adding the child to the school's SEND register. This is known as School Support.

At Oakley School we follow a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review.

Parents, pupils, teachers and other professionals are all involved in the review process.

Once a child has been identified as having SEND an Individual Learning Plan and/or passport will be put in place. If a child has an ILP, targets will be set. These targets should reflect any advice from external professionals and should be Specific, Measurable, Achievable and Relevant. The Learning Plan will be shared with pupils and parents and targets will be reviewed termly by the class teacher. For pupils who have an Education, Health Care Plan the SENDCO will be involved in the setting and reviewing of targets.

Records of all SEND pupils are stored by Mrs Whitney and Mrs Kelsall-Gooch. This is overseen and managed by Mrs Kaye (Head teacher).

6. Provision for pupils with SEND

At Oakley School we aim to provide high quality teaching that is differentiated, adapted and personalised to meet the individual needs of our children.

We want to ensure our special educational provision is underpinned by high quality teaching and that teachers know precisely where children and young people with SEND are in their learning and development. We do this through Birmingham Toolkit, AET progression toolkit, Boxall Profiles, Speech Language Link and ICAN progression tools.

As for all of our pupils, we have high ambitions and set stretching targets for pupils with SEND.

All provisions are tracked on Provision Map and linked to Individual Learning Plans where appropriate. Provisions are kept under review (observations, learning walks, data analysis, book monitoring etc.) and the impact of provision is evaluated termly.

Provision Overview at Oakley School

	Cognition and Learning	Social, Mental and Emotional Health	Communication and Interaction	Sensory and/or Physical
Universal	**All children receive quality first teaching**			
Targeted	In class support Small group work Task boards Technology to support alternative ways of recording Little Wandle interventions EPATT – reading and spelling Keep up English & Maths Expressive Writing	Social groups during unstructured times Social group interventions Meet and greet beyond into the classroom Drawing and Talking Studio Pass Connection pass TA mentoring Lego Therapy Zones of regulation Young People First Homunculi	Speech Language Link Interventions Visuals Input from Speech and Language Therapist	Sensory resources Sensory breaks Writing slopes Technology to support with visual and hearing impairments

Higher needs	1:1 in class support SpLD interventions Precision teaching Tailored interventions directed by STS EPATT – reading and spelling (1:1)	Nurture groups 1:1 mentoring Counselling Positive behaviour reward Olly Coaching Tailored interventions directed by STS	1:1 speech and language interventions Communication books Tailored interventions directed by STS	Use of specific resources/equipment Sensory circuits Hearing impairment support Visual impairment support Tailored interventions directed by STS

7. External Agencies

The SENDCO maintains a professional dialogue with all external agencies involved with a child, or will initiate a professional dialogue if external support is required. External agencies regularly attend Oakley School to review children with SEND in order to ensure the correct and appropriate provision is in place.

This includes:

- A specialist teacher from STS who spends 2 hours a week at Oakley School. She carries out assessments, observations and direct work with pupils as well as providing advice and recommendations to teachers. The SENDCO and specialist teacher work together to carry out termly evaluations and devise action plans.
- An Educational Psychologist (EP) who spends 5 days a term at Oakley School.
- A Speech and Language Therapist (SALT) who spends 2 hours a week at Oakley School
- An Occupational Therapist (OT) who spends ½ a day per half term at Oakley School

At Oakley we have access to...

Physiotherapy and Occupational Therapy services

Speech and Language Therapy (SALT) service

Integrated Disability Service (IDS)

Warwickshire Preschool Autism Service (WPAS)

School Nurse

CAMHS (Child and Adolescent Mental Health Service)

Family Support Services

Social Services

Looked After Children (LAC) Service

Warwickshire Transport Services

8. Statutory Assessment (EHCP)

Most learners with SEND will have their needs met through the school making reasonable adjustments to remove or reduce barriers to learning. For a small percentage of pupils the additional support and strategies employed by the school will not be enough to enable sufficient progress to be made. In such cases, or if there is significant cause for concern, a request for statutory assessment will be made by the school to the LA (only with parental permission).

Warwickshire County Council will consider whether an EHC Needs Assessment of a learner's difficulties is appropriate against the following criteria:

Criteria 1
The learner's needs are significantly greater than other learners the same age and are likely to be long term. They require significant, continuing additional support to promote their emotional wellbeing, social inclusion and/or develop their life and independence skills. The learner has either one area of severe difficulty, or moderate to severe difficulties in a number of areas which have a significant, combined impact upon their ability to access, and make progress within, the curriculum.

Criteria 2
A graduated response to the learner's special educational needs (an assess-plan-do-review cycle) has been followed, involving the educational setting, the learner, and the learner's parents/carers. The learner has received the appropriate support from Elements 1 and 2 of the Warwickshire SEND Provision Matrix over at least two terms, and some support at Element 3 level. Specific records of the learner's progress through the review cycle have been kept, which suggest that they have a need for continuing support at Element 3 level, and that this need is likely to be long term.

Criteria 3
Suitably qualified external specialists have contributed over time to the review and refinement of evidence-based interventions carried out by the setting, and can comment on their implementation. This will include the involvement of an Educational Psychologist.

Criteria 4
The educational setting has fully and appropriately used its delegated funds, as demonstrated by a fully costed individual provision map, including records of targeted intervention and review.

Education Health Care Plans (EHCPs) must be reviewed formally every 12 months. Pupils with EHCPs will also have Individual Learning Plans (with short term targets informed by EHCP Outcomes) which will be reviewed at least termly.

The following people can make a formal request to the local authority for an EHC needs assessment:

- A parent or carer
- A young person if they are over 16
- An educational setting
- A health or care professional

8. Preparing for Adulthood

At Oakley School we support our pupils with SEN to start planning for their future adult life as early as possible, and by Year 9 at the latest. Our aim is to support our pupils to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

• Including preparation for adulthood in the planning meetings with pupils and parents at an early stage (and particularly from Year 9)

• Ensuring that career advice and information provides high aspirations and a wide range of options for pupils with SEN; and

• Helping pupils and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

We have specific duties to prepare young people with EHC Plans for the transition to adulthood, as set out in the SEN Code of Practice. The review of an EHC Plan in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the pupil and will inform decisions about the next stage of education - specifically choices about what GCSEs or other relevant qualifications the child will be studying, the range of post-16 options which may be available and the longer term outcomes that the child wants to achieve in their adult life.

9. Staff training / CPD

It is the responsibility of the SENDCO to update all staff with regards to any changes in SEND procedures and assessment tools. The SENDCO will provide whole school INSET or CPD sessions if, or when, any SEND training needs are identified through monitoring activities.

All new staff within the Stowe Valley MAT receive a SEND induction which includes 3 hours of face to face training with the Director of Inclusion covering the following topics:

- What is SEND?

- The role of the SENDCo
- The four broad areas of SEND
- The Code of Practice and the Law
- Education Health Care Plans
- De-escalation and managing behaviours that challenge us
- Their role within the assess, plan, do review cycle

All staff receive ongoing professional development training on high quality teaching and learning, including that for children with SEND. This training is balanced between general and specific support for children with SEND. An on-going programme of training is provided to relevant staff. Staff have training in supporting children with Autistic Spectrum disorders, supporting children with Attachment difficulties and delivering interventions to support reading development. A variety of agencies, including specialist teachers, train staff on an on-going basis for the individual needs of pupils as they arise.

The SENDCO keeps their working knowledge up to date by attending LA SENDCO network meetings, Trust SENDCo meetings and CPD through the LA and Trust

10. Children with medical needs

The school database is updated as and when information comes into school. Any major changes are passed on to the teacher immediately. Updated class medical information is passed on to the teacher every term and kept in the class supply file. A medical diagnosis or a disability does not necessarily imply inclusion on the register of SEND pupils. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore, consultation and open discussion between the child's parents, the school, the school doctor or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

The school recognises that pupils in 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. Some may also have special educational needs and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. Arrangements are in place in school to support pupils with medical conditions and parents/carers may access the schools' policy for supporting pupils with medical conditions.

11.Transition arrangements

Some children who join our school are already recognised as having a special education need. Information is passed on to the school from the child's previous school and this is used by the SENDCO and the school's staff team to appropriately adapt provision. In some cases the SENDCO and class teacher will hold a meeting with staff from the previous school to discuss the pupil's needs prior to their starting.

In addition, In addition, Oakley School has a transition programme with our main feeder schools which include regular visits and familiarisation process.

12. Warwickshire Local Offer

Warwickshire County Council has produced a Local Offer for parents with children who have SEND which shows what is available within Warwickshire.

https://www.warwickshire.gov.uk/send

13.SEND Information and Advice Support Service (SENDIAS)

In keeping with the guidance contained in the 2014 Code of Practice, Oakley School aims to ensure that parent/carers are fully involved and consulted over their child's progress and provision, including the drawing up of Individual Learning Plans and termly reviews.

In addition, parents of children with SEND can receive free and impartial support and advice from Warwickshire's SEND Information and Advice Support Service. Contact details below:

Warwickshire SENDIASS | Barnardo's

14.Complaints and Appeals

In the event of any complaint being made, the SENDCO should be contacted in the first instance. Should the matter remain unresolved:

- the case will be passed to the Headteacher/ Head of School for further investigation
- the case will be passed to the SEND Governor for further investigation
- formal complaints should be made in writing and the school Complaints Policy (available on the school website) should be followed
- free mediation is also available from SENDIAS

Parents/carers can appeal decisions made by the local authority regarding their child's special educational needs.

Parents/carers can also appeal to the tribunal if the school or local authority has discriminated against their disabled child.

Information for appeals can be found at:

http://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability

15. Policy Review

This policy will be reviewed annually with the Governing Body, Director of Inclusion, SENDCO and Headteacher.

16. Links to Guidance and other policies

This policy has been written with reference to:

Equality Act 2010

SEND Code of Practice

Schools SEND Information Report regulations

Statutory Guidance on supporting pupils at school with medical conditions

Safeguarding Policy

Accessibility Plan