# Oakwood Infant and Nursery School

# Special Educational Needs and Disabilities (SEND) Policy OAK074/06/2026

***School Mission Statement***

***At Oakwood Infant and Nursery School we provide a safe, healthy, happy and creative learning environment for everyone, through high expectations and mutual respect.***

***We are all stars, watch us shine***

**Reviewed: 3.6.2026 Ratified by FGB :**

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**Compliance**

This policy complies with the statutory requirements laid out in the SEND Cope of Practice 0-25 (2014) and has been written with reference to the following documents:

- Equality Act (2010); Advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25, DfE (2014)
- Schools SEND Information Report Regulations (Code of Practice, DfE, 2014).
- Statutory guidance: Supporting pupils with medical conditions (DfE, 2017).
- Safeguarding Policy
- Teachers Standards (2012)

This policy was created by the school SENCo in liaison with the SEN Governor and the Leadership Team.

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The SENCo is part of the school Leadership Team.

# Special Educational Needs and Disabilities (SEND) Policy

**Aim:**

At Oakwood Infant and Nursery school we believe every teacher is a teacher of children with special educational needs.

**The aims of our policy are:**

- All pupils, irrespective of ability, share a common entitlement to a broad and balanced curriculum. The right extends to every pupil of the school whether or not they have a Special Educational Need (SEN) as is implicit in the Code of Practice (2014).
- To provide a stimulating and caring environment within which all pupils can learn to their full potential.
- Encourage all pupils to become independent, confident and acquire the skills which allow them to take part in full society.
- Promote a fully inclusive environment, offering all children equal opportunities to participate in all activities within the school.
- Value the contribution and achievement of all, highlighting the importance of all pupils experiencing success and thereby raising self-esteem.

**Objectives:**

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice (2014)
- To operate a 'whole school' approach to the management and provision of support for special educational needs.

- To consider the 'whole pupil' in the provision of support for special educational needs.
- Maintain high expectations by staff of all pupils and emphasising the involvement of all staff in responding to the needs of all pupils.

**Identifying Special Educational Needs:**

There are 4 broad areas of need. These areas of need give an overview of the range of needs that should be planned for:

1. Communication and interaction.
2. Cognition and learning.
3. Social, emotional and mental health difficulties.
4. Sensory and/or physical needs.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Oakwood Infant and Nursery School, we identify the needs of the pupil by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

The following areas are not SEN, but may impact on progress and attainment:

- Disability (The Code of Practice outlines the "reasonable adjustments" duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and punctuality.
- Health and welfare.
- English as an additional language (EAL).
- Being in receipt of the Pupil Premium Grant.
- Joining the school part way through a pupil's school career.

**A Graduated Approach:**

Class teachers supported by the Leadership Team make regular assessments of progress for all pupils. The data is discussed at termly Pupil Progress Meetings. These meetings identify pupils who are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

These children will initially be identified as 'focus pupils' and will receive quality first teaching, including targeted teaching strategies. If after good quality personalised teaching, progress continues to be less than expected, the class teacher, working with the SENCo, should assess whether the child has SEN. The parents and the child will be involved in the process of gathering information to inform this decision.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEN. Additional intervention and support cannot compensate for a lack of quality first teaching.

At Oakwood Infant and Nursery School, teachers and support staff are observed regularly and given constructive feedback. All staff are part of the Performance Management cycle and have access to continuous professional development.

We use a range of measures to help assess children including – national data and expectations of progress, standardised tests, observations, and the views of other professionals such as speech and language therapists and educational psychologists.

**Managing pupils on the SEN register:**

Children on the SEN register will have a One Plan that outlines their individual provision and a meeting will be held termly to discuss the targets

and progress. The children will be asked to give their views and the parents views will be sought at the meeting.

**Supporting Pupils and Families:**

The Local Authority Local Offer can be found at www.essex.gov.uk/Educationschools/Schools/Special-Education-Needs/Pages/Local-offer.aspx

Oakwood Infant and Nursery School's SEND Information Report can be found on the school website. The school holds transition meetings each year when a child moves from class to class and extra transition support is in place for children who need it. During the Summer Term, each child with SEN in Year 2 has the opportunity to visit the Junior School, in order to become familiar with the building and staff, to ease transition. The Junior School SENCo visits our school to develop an understanding of the needs of all the children with SEN in Year 2. Full details including all relevant paperwork are transferred to the Junior School.

**Supporting Children at School with Medical Needs:**

The school 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).

Some may have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice (2014) is followed. Please see the school website for the policy for supporting children with medical needs.

**Monitoring and Evaluation of SEND:**

The SENCo, class teacher and Leadership Team monitor the progress of the children accessing interventions, at least once a half term. If the children are not making the expected level of progress while accessing the intervention, the intervention is adapted or a different intervention is provided. This is in line with the recommendations in the Code of Practice.

If, after taking relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting will consider requesting an **Education, Health and Care needs assessment (EHCNA).** This is the first step of applying for an Education Health and Care Plan. It is also in line with the recommendations in the Code of Practice .

**Training and Resources:**

SEN is funded by the SEN notional budget. Training needs are identified through analysis of data, during pupil progress meetings, or through performance management discussions. All LSAs and TAs take part in regular in-house training, which is delivered by the Headteacher, subject leaders, SENCo or other professionals.

Staff complete training to maintain and develop the quality of the teaching and provision to respond to the strengths and needs of all pupils.

The SENCo regularly attends our local North Tendering and local authority SENCo cluster meetings in order to keep up to date with local and national updates in SEND.

**Roles and Responsibilities**

The Governor with responsibility for SEND attends governors meetings and meets with the SENCo termly to monitor the day to day SEND provision and developments throughout the school.

The name of the designated teacher with specific safeguarding training in Mrs K Maguire-Egan (Headteacher). The Headteacher is responsible for managing Pupil Premium Grant funding.

**Accessibility:**

The school site is wheelchair accessible with disabled toilets and a ceiling hoist. Additional support could include:

- iPads (visual)
- Modified furniture/equipment
- Mobility Training

- Access to specialist teacher input
- Coloured overlays
- Access to laptop & tablet technology
- Specialist consideration for examinations
- Hoists

**Bullying:**

The positive behaviour management policy can be found on the school website. The children learn about ways to keep themselves safe, including e-safety as part of their personal, social and emotional learning in school. The school also runs intervention groups to help pupils manage their behaviours and emotions.

**Dealing with complaints:**

We know that parents and carers want the best for their child, and we seek to resolve these concerns quickly. Where parents /carers have a concern about provision being made for their children they should initially contact the SENCo. If this does not resolve the concern, they should follow the school Complaints Policy on the school website.

**Glossary of terms:**

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| SEN | Special Educational Needs |
| SEND | Special Educational Needs and Disability |
| EHCna | Education, Health and Care needs assessment |
| EHCP | Education, Health and Care Plan |
| SALT | Speech and Language Therapist |
| EP | Educational Psychologist |
| ASD | Autism Spectrum Disorder |

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| SENCo | Special Educational Needs Co-ordinator |
| LSA | Learning Support Assistant |
| TA | Teaching Assistant |