



SEND Policy (Primary)

Reviewed: July 2023

Oasis Academy Putney SEND Policy

This SEND policy is a key document to support the inclusive practice in our academy. It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their potential to secure the best possible learning outcomes and engage successfully in all aspects of the wider school community. The policy is available on school website.

Special Educational Needs Coordinator (SENCO) takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEN support.

Our SENCO also contributes to the strategic development of SEN provision. The SENCO role is undertaken by our Inclusion Manager, Samiya Khawaja, who can be contacted via email or through the school office.

Email address: samiya.mansoor@oasisputney.org

Introduction

At Oasis Academy Putney we welcome pupils with a variety of additional needs. We pride ourselves on being a highly inclusive school with high expectations for all our pupils, including those with additional needs. Pupils with Special Educational Needs and Disabilities (SEND) are included in every aspect of school life and where necessary reasonable adjustments are made to make this possible.

This policy complies with statutory requirements of the SEND Code of Practice 2014 and should be read in conjunction with the following guidance, information and policies:

- The Accessibility Plan
- The Behaviour Policy
- The Equality Policy
- The Safeguarding and child protection policy
- [Wandsworth's SEND Local Offer | Wandsworth Family Information Service](#)

Section 1: Our vision and values in relation to SEND provision.

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.
- At Oasis Academy Putney, we are committed to ensuring that all children receive high-quality teaching and make good progress irrespective of their level of need and the barriers to learning they might encounter.
- We have high expectations for all our pupils and want them to have access to a broad and balanced curriculum that will enable them to achieve and be successful in school, fostering ambition and love for learning.
- We will provide quality first teaching for all, and differentiation matched closely to the needs of pupils so that they have access to all areas of the curriculum and make good progress.
- We want all pupils to be safe and healthy and enable them to make a positive contribution to the school and community, promoting self-confidence and positive self-esteem.
- To encourage effective cooperative relationships with pupils, families and outside agencies.
- We recognise pupils voice is central to teaching as it gives children responsibility and nurtures collaboration, leadership, and negotiation.
- To promote early identification, assessment, and implementation of provision for pupils with SEN.

Section 2: Admission arrangements for pupils with SEND

The school's admission arrangements are set out in the school prospectus and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEN.

The Code of Practice requires a school to admit all pupils who have an Education Health and Care Plan where it has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude, or SEN of the child or
- the attendance of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The LA will work closely with the school so that any decisions on placement for a pupil with an Education Health and Care Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including Local Offer from the local authority.

The SENCO, in collaboration with parents and other key agencies, will ensure appropriate provision is in place to support pupils with SEN entering the school.

Section 3: Identifying Special Educational Needs and Disability

The academy uses the definition of SEN and disability as set out in the SEND Code of Practice: *0 to 25 years* (2014) and Equality Act (2010)

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity. This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate.
- Termly tracking of all pupils to monitor rates of progress and attainment.
- Concerns raised directly by parents, teachers or other agencies.

As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.

In determining whether a pupil may have SEN, consideration will also be given to other factors that may be affecting achievement including:

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

The academy acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour, which may not be SEN.

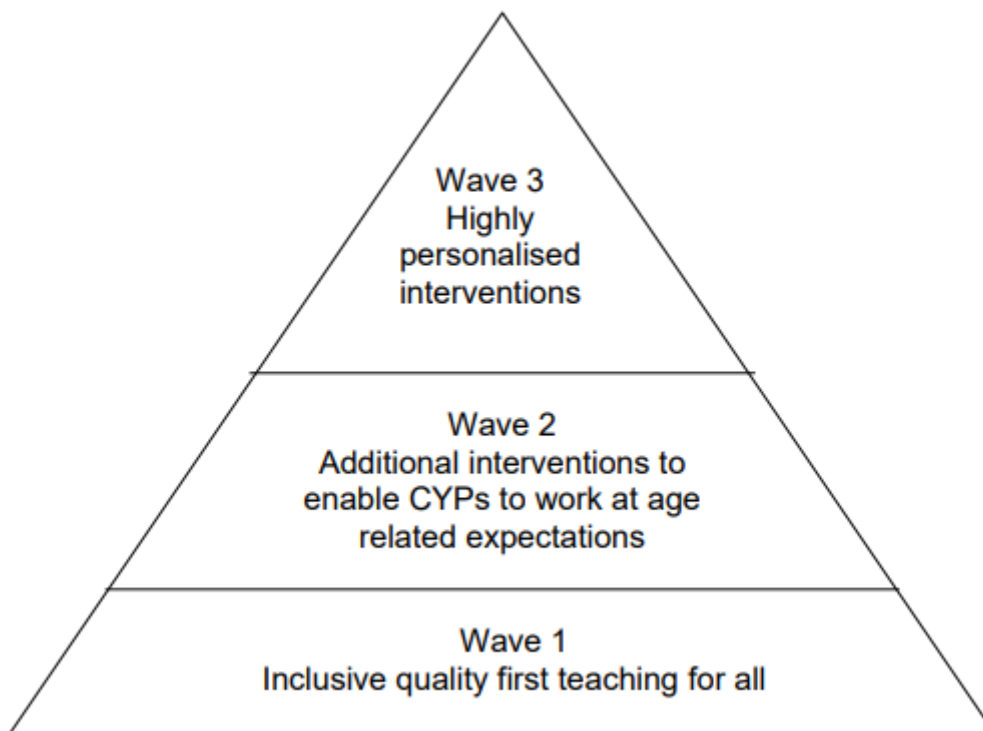
Before deciding that a pupil requires additional send support the SENCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress

Section 4: Meeting the needs of pupils with SEN.

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching, the pupil will be offered **additional SEN Support**.

Parents will be formally notified that their child will receive this additional support and be placed on the **SEN register** where her/his progress and provision can be monitored more closely. The SEN register is reviewed each half term by the school SENCO, also it provides evidence of the SEN provision offered to those in need and the impact made.

THREE WAVES OF INTERVENTION



Once identified as requiring additional SEN support, pupils will receive an enhanced package of support to remove barriers to learning and put in effective special educational provision. This will be managed through a four-part cycle of assessment, planning, do and review. This cycle is known as the **Graduated Response** and follows the model described in the SEN Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on approaches that are more detailed, more frequent review and more specialist expertise.

The Graduated Response:

ASSESS

Once it is established that a pupil requires additional SEN support, more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as a speech and language therapist, OT or educational psychologist. The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The academy recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime. This comprehensive assessment will give a detailed picture of pupils' strengths and their primary and secondary special needs.

PLAN

The school will use the information from the assessment to draw up IEP to show the support that will be offered. The IEPs will be reviewed each term to evaluate the progress pupils may have made.

In addition to quality first teaching, the academy has a wide range of interventions to facilitate progress in particular areas of need. These include:

- Fine Motor Skills Intervention
- Handwriting Intervention
- Phonics Intervention
- Zones of Regulations
- Comprehension and Inferencing
- Speech and Language Programme

- Lego Therapy
- Dramatherapy
- Mindfulness session
- Social skills
- TRUGS intervention
- ELKLAN intervention

Communication with parents

All parents of pupils at Oasis Academy Putney are invited to discuss the progress of their children twice each year. They also receive a written report at the end of each academic year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this does not necessarily imply that the pupil has a special educational need. If, when following this normal provision improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to help us to address these needs better. From this point onwards, the pupil will be identified as having special educational needs because special educational provision is being made. The IEP will be shared with parents-on-parents evening, and they are encouraged to remain actively involved. They will be supported to contribute to assessment, planning and review. Teachers and support staff should show sensitivity and use professional discretion when talking to parents about their child's learning difficulties.

They should be mindful of the following:

- this is a very emotive subject. All parents would like to hear that their child is making good progress. Parents may display a range of emotions, from distress to anger, when talking about their child's difficulties
- teachers should maintain a positive, solution focused approach. Meetings should focus on joint problem solving and finding constructive ways forward. At all times teachers should ensure that nothing in what they say or do could make parents feel that they are being criticised or blamed for their child's difficulties.
- care should be taken in the choice of language when conversing with parents. For example, the terms 'dyslexia' and 'autistic' should not be used unless a formal assessment has diagnosed this.

Regular communication between school and home will ensure that concerns are addressed promptly. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Inclusion Manager, or if this fails to resolve the issues, the Executive Principal or Head of School. Our complaints' procedures, available from the academy office, sets out the steps in making a complaint in more detail.

The school will organize a coffee morning once every term to ensure parents are fully informed of the provision available at Oasis Putney. Each term they will have an opportunity to interact with different professionals to develop a trusted relationship with school and the local authority.

Support from other professionals

The Inclusion manager works closely with the Educational Psychologist to identify the needs of pupils and they meet once every term to set out targets.

The Educational Psychologist holds virtual meetings to discuss termly planning and he also visits the school regularly (according to timetable), following discussion with the Inclusion Manager as to the purpose of each visit.

Teachers from Linden Lodge School visits the school to support visually impaired pupils, both with and without EHC plans. The specialist teachers work directly with pupils where this is indicated on an EHC plan. Class teachers plan alongside the specialist teachers who contribute to, and may also attend, SEN reviews.

The Inclusion Manager liaises frequently with several other outside agencies for example:

- Social Services
- Education Welfare Service
- Community Pediatricians
- Speech and Language Therapy
- Occupational Therapy
- Sensory Support Services
- Drama therapist
- CAMHS

The outside agencies contribute to the SEN support plans, which are shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents will receive copy of this plan with the time frame/date of when it will be reviewed.

DO

The class teachers, PLs with the support of the SENCO, will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the curriculum offer and maximises the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regularly liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

REVIEW

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend along with pupils when this is appropriate. Depending on the level and complexity of need, this review may be included in the general school cycle of parental consultation meetings.

Where the pupils' needs are more complex, and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute. At the review, the following will be considered:

- impact of each element of the intervention towards the identified outcomes
- pupils' response to the support and view of their progress where this is applicable.
- views of parents and specialist agencies.
- next steps with refinement and adjustments to the support offered as required.

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved, and with the agreement of parents, the SENCO will make a referral to specialist agency.

Section 5: Removal from the SEND Register

The purpose of the Register is to:

- closely monitor the progress of SEND children, ensuring that their needs are not overlooked, and they make the best possible progress.
- act as a checking mechanism for senior professionals responsible for taking a strategic overview of standards across the school.
- allocate additional support on an equitable basis, according to need.
- evaluate data about different groups of children and ascertain whether the proportion of pupils in a defined category (for example, boys) who are on the Register is commensurate with the proportion of children in this category across the whole school. In the case of a disparity, senior leaders will take action to improve provision.

The Register - key issues

- The Register is updated termly.
- Each class teacher will meet with the SEND leader early in a new term to discuss the progress of all children in their class who are on the register.
- The Register is a flexible record that changes regularly as children join or leave it or as their needs change in consultation with the class teacher, SEND leader and parents or carers.
- This document is confidential to those working at the school.
- No stigma should be attached to being on the Register. Children whose names appear on the Register are not 'labelled'. The term 'lower attainer' (currently, at this time) is used at Oasis Putney, as it is preferred to 'less able' (a self-fulfilling prophecy!).

Section 6: Education, health and care needs assessment

As a school we recognize for some children the help given through SEND support will not be enough and a statutory multi-disciplinary Education, Health & Care (EHC) needs assessment may be considered. Significant ongoing concerns about the educational progress made by a child on the SEND register may lead to the school requesting the Local Authority to consider making a comprehensive assessment of the child that results in the child receiving an Education, Health and Care Plan.

Where a request for an EHC assessment is made, the child will have demonstrated significant cause for concern. Parents/carers and/or schools can request this assessment.

If the school is to make such a request, it must clearly demonstrate written evidence of the following:

- targeted assistance at SEND support.
- precise, specific provision plans for the child.
- records of regular reviews of these plans and their outcomes.
- the pupil's health assessments.
- the National Curriculum levels that the child is performing at.
- standardised tests results.
- the child's attainment in English and mathematics.
- educational and other assessments from all other professionals, including an educational psychologist.
- views of the parents and the child.
- It is good practice in the case of child with complex needs to form a team around the child so that all professionals can meet and agree targets along with strategies to achieve them.

The Local Authority will seek evidence from the school that the strategies or programmes implemented for the child in question have been continued for a reasonable period of time without success. Alternatives have been tried, but these have resulted in the child making negligible progress.

Issuing an Education, Health and Care Plan (EHCP)

The Local Authority Special Educational Needs Panel will decide whether or not a child should be issued with an Education, Health and Care Plan. They are issue if it considered the child has complex and long term concerns that affect their ability to learn in school. The Education, Health and Care Plan is a legally binding document that clearly describes:

- a child's areas of strength and difficulty
- specific objectives that the school must support the child to achieve.
- additional provision (which may be used to fund a Learning Assistant and/or teacher support) available to the school to meet these objectives above and beyond the initial £6,000, which the school is expected to pay from its own budget All children with an Education, Health and Care Plan must have an educational programme that is designed to meet these targets.

The Annual Review

The progress of all children with an Education, Health and Care Plan must be reviewed on an annual basis in a formal Annual Review meeting.

The following people should attend this meeting:

- the child's parent(s)
- the class teacher
- the SEND leader
- the Learning Support Assistant(s) If possible
- External professionals who have worked with the child (for example, the educational psychologist, medical professionals), if possible.

The purpose of the review is to:

- evaluate the progress the child is making generally but more specifically towards the
- long term outcomes on the EHCP and if this need amending.
- celebrate success.
- consider how to overcome any barriers to learning.
- decide whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the Education, Health and Care Plan.

Section 7: Meeting the needs of pupils with medical conditions

In compliance with the statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Health Care Plans (IHC plans). The IHC plan will detail the type and nature of support that will be available. The plan will also be:

- produced through collaboration with parents, pupil as appropriate, and health professionals.
- shared with all relevant staff.
- reviewed at least termly or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEN the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Full details on the arrangements to meet the needs of pupils with medical conditions are set out in a separate policy, which can be obtained through the academy office.

Section 8: Transition arrangements

At Oasis Academy Putney we work hard to ensure that every transition between year group is as smooth as possible. This starts with the induction into either Reception beginning with our application forms where there are several opportunities for parents to relate to us concerns that they might have about their child's development or services that have been involved such as speech and language therapy.

The SEND leader is also in touch with local nursery providers and will visit them to meet new children joining our school. The class teachers make home/school visits so that the children have the opportunity to meet them in their own home environment before their first day at school. This is also another opportunity for parents to voice any concerns that they might have. We aim to make the transition from the Early Years to Key Stage 1 and subsequently Key Stage 1 to Key Stage 2 as smooth as possible.

Children with SEND may be given more opportunities than their peers to familiarise themselves with the new surroundings before moving. Teachers across all key stages work hard to ensure that the routine and structure of the day is maintained in the first few months to ensure a smooth transition. Similarly, teachers work hard to ensure that there is consistency of expectations and that routines are continued where possible. Clear, proven strategies are used to manage these transitions. We recognise that preparing to leave Oasis Academy Putney and embark on secondary education is likely to be more challenging for children with SEND than their peers. We try to ensure that a full and comprehensive handover to the receiving secondary school is made. This may consist of a variety of approaches:

- The school SEND leader attends the Primary School Transfer meeting.
- The school SEND leader looks into additional 'taster days', for children with complex needs.
- The school SEND leader to share resources with Year 6 class teacher to ensure smooth transition.

The academy is proactive in seeking to ensure that there is a successful transition between phases of education, and this is a key responsibility of the SENCO.

For pupils joining the school in our Reception/Nursery classes the SENCO will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.

Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed 'Transition Plan', which sets out clearly how the move will be managed. This is likely to be the case where the child has an EHC plan.

For pupils moving to secondary school or to a different school, the SENCO will make contact with the new school to share relevant information. As above, where the child has significant needs or has an Education Health and Care Plan, there will be a formal

transition meeting with parents, pupils, representatives from the new school and other key professionals to ensure there is continuity in the range and level of support offered.

Section 9: Funding and Resources

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEN support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation.

The school leadership, through consultation with the SENCO decide on how this funding will be deployed to meet the range and level of need for pupils with SEN across the whole academy. This is a finite sum and is not adjusted through the year to take into account of any changes in the cohort of pupils with SEN.

Section 10: SEND LOCAL offer: supporting children in mainstream schools:

The 'Local Offer' states what help there is for children and young people with Special Educational Needs or who have a disability and how to access them within the borough of Wandsworth. The local authority's local offer is published on:

[Wandsworth's SEND Local Offer | Wandsworth Family Information Service](#)

Section 11: Training

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the pupils with a range of SEND within everyday teaching.

We also have a team of staff with more specialist skills to support and deliver interventions for pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SEN.

The SENCO attends the termly Wandsworth SENCO forums briefing sessions to keep abreast of local and national policy and initiatives to enhance SEN provision. She is also an active member of the local cluster network.

Section 12: Roles and Responsibilities of the SENCO

The SENCO has the day-to-day responsibility for the operation of the SEND policy and the provision in school. This includes the line management of teaching assistants who give support to individual and groups of pupils with SEND. The SENCO provides guidance and support to all staff in relation to meeting the needs of pupils with SEND. The SENCO has a key role in developing positive partnerships with parents and other external agencies in order to fully address the needs and support progress for pupils with SEND. The SENCO will also take a key role in supporting the transition of pupils with SEND to different settings.

Other roles and key staff actively involved in supporting and coordinating SEND provision and forming part of our wider inclusion team include:

Head of School: Rebecca Hughes

Executive Principal: Glenn Lillo

KS1 Phase Leader: Rebecca Pickering

KS2 Phase Leader: Aisling O'Brien

Attendance Officer: Charlotte Rettie

Speech and language specialist (ELKLAN): Maureen Drew

Regional Director: Adam Browne – Governance

Section 13: Monitoring and evaluating SEND Provision

The academy undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision, the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils.

Section 14: Dealing with complaints

Parents/carers are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance, parents/carers should speak to the class teacher, with further discussions with the SENCO as required. The Head of School would then be involved if the situation were unresolved.

Where these initial attempts to resolve the issue are unsuccessful parents will be encouraged to seek advice and support from the local parent SEN Information, advice and support service (WIASS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child. This might be the educational psychologist.

If issues remain unresolved, parents can choose to seek the support from Global Mediation. Mediation aims to help resolve disagreements for children and young people that are being assessed for or have an EHC Plan, whilst disagreement resolution arrangements are available for parents of and all children and young people with SEND, not just those who are being assessed for, or have, an EHC Plan, where it has not been possible to resolve those issues through the normal routes such as a school or college complaints process.

If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Wandsworth SNAS team. Parents will be contacted directly to receive information about the mediation services available.

Section 15: Anti-bullying

We recognize that pupils with SEN are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils with SEN have a named adult to report any incidents of bullying. Through careful monitoring of bullying incidents and regular review of anti- bullying policies and practices with the school community, we ensure our effectiveness in reducing and responding to bullying.

Section 16: Disability access arrangements

In compliance with the duties set out in the Equalities Act 2010, the school has an accessibility plan that outlines the actions we will take over time to increase the accessibility of pupils. This includes action to:

- Increase participation in the curriculum.
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities.
- Improve access to a range of information.

Our accessibility plan forms part of our Equalities Policy, which can be obtained at the academy office.

