

Oxford Diocesan Bucks Schools Trust (ODBST)

"Empowering our unique schools to excel"



Special Educational Needs and Disabilities Policy

ODBST Level 1 Statutory Policy:	ALL Schools require this policy with no changes allowed to core text. No changes are necessary to personalise this with school name and branding, as this is a Trust level policy for use, without change, by all schools, except where a school contact is required as identified in the content of the policy. LGBs will note adoption in LGB meetings. Review will take place at Trust level, and schools will be notified of updates and review dates as necessary.
Other related ODBST policies and procedures:	Inclusion, PSHCE, Positive Behaviour, Anti-Bullying, Physical Restraint, Curriculum, Transition, Admissions Arrangements and the Single Equality Scheme.
Committee responsible:	AEC
Approved by:	Executive Committee
Date Approved:	18.09.23
Review Date:	September 2026

The Oxford Diocesan Bucks Schools Trust (ODBST) expects its member schools through its Local Governing Bodies (LGB) to provide compelling learning environments at the heart of all its learning communities. We want all of our pupils to be the best that they can and that our SEND pupils are fully included in all aspects of school life from the outset. Each school's curriculum will meet the needs of our SEND pupils through carefully structured sequence of knowledge, skills and progression so that learning is incremental, building on prior learning and enabling all pupils to know more and to remember more. We offer a spiritual and moral basis for the development of each pupil's potential and a sure foundation for personal and social values based on the individual. Each school curriculum will provide a distinctive language for understanding life in all its fullness and interpreting human experience.

Our aim is to meet the needs of children and young people in our schools preparing them for the next phase in their education as part of becoming valuable and productive members of society and prepare them for their future life in the 21st century. Providing an education which

... stretches the mind, strengthens the body, enriches the imagination, nourishes the spirit, encourages the will to do good and opens the heart to others. The Way Ahead 2001

1. Definition of Special Educational Need (SEND)

The schools in the trust adhere to the definition of Special Education Needs from the Code of Practice 2015 which states that:

- A child or young person has a Special Educational Need or Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has Special Education Needs 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 for others of the same age in mainstream school.

A disability, as stated in the 2010 Equality Act, means:

- A physical or mental impairment which has a long-term and substantial adverse effect on the ability to carry out normal day-to-day activities.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

2. Additional provision

Educational provision, which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area (1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because of their home language, or form of the home language, is different from that in which they are taught.

Our schools will have due regard for the Code of Practice 2014 when carrying out their duties towards all pupils with additional needs and ensure that parents/carers are notified when additional provision is being made for their child.

3. Inclusion statement

Trustees expect the leaders and governors in all of its schools to endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Local Governing Bodies and Board of Trustees will ensure that appropriate provision will be made for all pupils with SEND.

4. Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To be inclusive schools
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
- Monitor our effectiveness in achieving the above aims

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to address some of their barriers to learning and to overcome their difficulties.

5. Admission Arrangements

In accordance with the Code of Practice 2014, our school admissions policies require children and young people with SEND to be treated fairly. No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEND and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with the Academy Trust's admissions arrangements.

The admission of children into any directly funded ARP will be in conjunction with the local authority and in accordance with the specific criteria for the ARP.

6. Management of SEND within ODBST Schools

6.1 Local Governing Bodies and our school leaders have delegated responsibility for the day to day implementation of the SEND policy in accordance with the ODBST scheme of delegation. The management of SEND is supported by the Senior Leadership Team. Trustees will ensure that schools are supported by the school improvement team in delivering to children identified with SEND and will monitor the effectiveness of SEND in our schools through the School Effectiveness Committee.

The name of the SENDCo at Elmtree Infant & Nursery School is Mrs S. Dowling and they can be contacted via the school office; office@elm.odbst.org.

The name of the nominated governor for SEND at Elmtree Infant & Nursery School is Mrs J. Sainsbury and they can be contacted via the school office; office@elm.odbst.org.

6.2 All staff have a responsibility for pupils with SEND. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan (EHCP). A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions.

6.3 Teaching assistants (TAs) play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is down to individual schools to determine based upon the needs of pupils with SEND and alongside the considerations of other barriers to learning and needs within the school. All ODBST schools recognise the expectations of TA support as identified on EHCPs.

6.4 In line with the recommendations in the SEND Code of Practice 2014¹ and its 2020 update, the Special Educational Needs Co-ordinator (SENDCo) is responsible for:

- overseeing the day to day operation of this policy in partnership with the senior leadership team and senior SEND TA;
- co-ordinating provision for children with special educational needs in partnership with the Headteacher and the LGB;
- liaising with the relevant Designated Teacher where a looked after pupil has special educational needs;
- 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;
- overseeing the records on all children with SEND;
- liaising with parents of children with SEND in conjunction with class teachers and other SEND staff;
- contributing/leading to the in-service training of staff;
- liaising with external agencies including the LAs support and educational psychology services, early years providers, other schools, health and social services and voluntary bodies;
- being the key point of contact with external agencies, especially the local authority and its support services of education to ensure a pupil and their parent/carers are informed about opinions and a smooth transition is planned;
- working with School Leaders and Local Governing Bodies (LGB) to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

7. Identification and Assessment

ODBST schools follow the 2014 SEND Code of Practice graduated approach with regard to the identification, assessment and review of pupils with special educational needs. Pupils are taught within mainstream classrooms and receive an appropriately sequenced curriculum where learning is scaffolded to enable all pupils, as far as is reasonably practicable, to access the core learning. Assessment of all learning is detailed in our schools and teacher are trained to pick up early any misconceptions and to address these swiftly. Where pupils experience more difficulties with learning than might be expected, more detailed assessments are carried out and the identification of special education needs is considered in conjunction with parents/carers, classteachers and if, appropriate, other professionals. Parents/carers are always consulted before any decisions are made.

¹ [Special educational needs and disability code of practice: 0 to 25 years](#)

8. Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers scaffold work to enable all pupils to better access the core learning.

All pupils should have access to a broad and balanced curriculum and this should be planned to effectively meet the needs of pupils with SEND. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil's achievement.

9. Managing Behaviour for pupils with SEND

Our ODBST Behaviour policy sets out clearly how our pupils with SEND are supported within this policy. We know that, for some SEND pupils, they are not always able to follow core behaviour guidelines without additional adjustments and/or support and we know too that frustrations and challenging behaviours can arise when needs are not fully met. It is expected that all schools will make reasonable adjustments to ensure that needs are met as far as is reasonably practicable.

Our schools will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion; this is a question of judgement for each school based on the facts of the situation.

Our schools will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, each school will refer to the Equality Act 2010 and school guidance.

10. Code of Practice Graduated Response

ODBST schools adopt the levels of intervention as described in the SEND Code of Practice 2014.

The Code of Practice 2014 advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will usually intervene through Early Years Support/ School Support which is known as SEN K.

11. Request for Educational Health Care Plan (EHCP)

School's will request an assessment for an Educational Health Care Plan from the LA when, despite an individualised programme of sustained intervention within Early Years Support Plus /School Support Plus, the pupil remains a significant cause for concern. An assessment for an EHCP might also be requested by a parent or outside agency.

An EHCP will normally be provided where, after an Educational Health Care Needs Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for an Educational Health Care Needs Assessment does not inevitably lead to an Educational Health Care Plan.

12. High Needs Block Funding (HNBF)

Sometimes a school may request an application for high needs block funding (HNBF) which can enable needs to be met in the short term, perhaps to overcome an interim need or to support the pupil whilst a formal assessment is being undertaken. The decision to issue HNBF remains with the local authority.

13. Recording Additional Provision and Interventions

All pupils who are identified as having a SEND will have an individual support plan which identifies what the core barriers to learning are and how the school will seek to overcome these. Pupils will have short term targets which are reviewed regularly with pupils and parents/carers. All plans will be shared with parents/carers and early review of these plans can be requested by any party.

In Elmtree School, we employ a graduated approach of Assess, Plan, Do, Review model. The four key actions are:

Assess: The class teacher and SENCo should clearly analyse a pupil's needs before identifying a child as needing SEND support. Barriers to learning are identified and interventions are developed and evolved as required. Where external professionals are involved, their work will inform the assessment of need. Where they are not involved, they may be contacted following discussion and agreement with parents.

Plan: Individual Provision Maps (IPMs) are written by the class teacher in conjunction with the SENCo, termly specific SMART targets are formulated and reviewed termly. All staff working with the pupil, including support staff will be informed of their individual needs, the support being provided, teaching strategies that are being employed and the outcomes sought. If progress and outcomes are not being achieved the class teachers and SENCo will review current provision to better understand barriers, external professional will be consulted as appropriate. Provision Maps/APDRs will be shared with parents and their contributions will be invited.

Do: The class teacher will remain responsible for working with the child on a daily basis and retains responsibility for the pupil's learning and progress, even where interventions may involve one-to-one teaching away from the main class. They will work closely with specialist staff to plan and assess the impact of intervention and links with classroom teaching. The SENCo will offer support as appropriate.

Review: The effectiveness of support / interventions should be reviewed in line with an agreed date (usually half termly). The review will take into account views of parents and pupils. Amendments will be made in consultation with pupil and parents. A register of pupils with SEND is kept as a legal requirement. Criteria for identifying SEND may include; - Child's early history and / or parental concern - Low entry profile - A lack of progress despite receiving quality first teaching - Low achievement in the National Curriculum i.e. significantly below the suggested level for their age. - Requiring greater attention in class due to behavioural / learning difficulties - Requiring specialist equipment / materials for sensory / physical problems - Diagnosis from an outside professional

Pupils who are in receipt of an EHCP will have an annual review at least once every 12 months. A school, the local authority or a parent/carer may call an interim review of an EHCP if any party is

expressing concerns about provision or outcomes. The SENDCo will usually be present at an annual review.

14. Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice 2014). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils.

15. Links with Other Services

The Trustees expect effective working links to be maintained with local services which advantage pupils' achievement and are needed to ensure the school provides effectively for pupils' learning. Schools co-ordinate the links with external services and are expected to manage the level of services at school level.

16. Attendance for SEND pupils

It is important that our SEND pupils are able to come to school every day without prejudice. Our schools will work hard to understand any barriers to attendance for individual SEND pupils and will seek to make reasonable adjustments wherever possible.

These may include but are not limited to:

- considering adaptations to uniform requirements that heighten sensory difficulties;
- considering alternative entrances and exits for pupils who find the general bustle of these times overwhelming;
- considering alternative entrance and exit arrangements for pupils with physical needs where appropriate;
- ensuring that routines are understood by those pupils with SEND, that changes to routines are explained and that all routines are supportive of pupils with SEND;
- managing transport arrangements for SEND pupils and what happens if they are not operating;
- ensuring that playtimes and lunchtimes meet the needs of SEND pupils and the potential anxieties around these are not a barrier to attendance.

Where a pupil is school refusing, additional support will be put in place, which may include part time tables to reduce anxiety and enable the pupil to develop greater confidence in returning to school.

17. Safeguarding

17.1 We take the safeguarding of our SEND pupils seriously and we understand that pupils with SEND are more vulnerable to abuse. The school SENDCo will work closely with the school Designated Safeguarding Lead (DSL), Mrs Whitehill to track and monitor safeguarding incidences that Elmtree school are made aware of. We also understand that it can be harder for SEND pupils to communicate that things aren't right and so at Elmtree school we use Makaton, along with Zones of Regulation, visual cards and PECS to facilitate SEND pupils to tell us when things are not right.

17.2 All pupils who are absent over time will be monitored carefully, as per our Safeguarding and Child Protection policy, but particular attention will be taken over those pupils who have SEND. For SEND pupils who are absent over time and have an EHCP, the local authority will be informed.

18. Training

In order to maintain and develop the quality of our provision, the Trust expects staff to undertake appropriate training. All teachers will be trained in the most commonly presenting needs in classrooms but will sometimes undergo more specific training pertinent to an individual need or developing needs within a school. Recent courses undertaken should be reported to Governors in the Headteacher's termly report.

19. Resources

The provision for SEND is funded by allocating additional funding to specific aspects of the budget including staffing, resourcing and CPD. Such funding is not regarded as part of the school's GAG and so is not subject to the annual academy charge. Funds are deployed locally to implement the SEND policy.

20. Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Headteacher using the Trust's complaints policy. Clear procedures are set out in the Trust Complaints Policy.

21. Dissemination and Review

This policy, once approved by Trustees, will be reviewed tri- annually.