Special Education Needs and Disability (SEND) Policy

Policy Author	**Mrs Rachael Dunkley**	**Date of Approval**	September 2026
Policy Approval	**Full Governing Board**	**Next Review Date**	September 2027

Aims

Oldbrook First School and Nursery believes that every pupil has an entitlement to develop to their full potential and is committed to meeting the needs of all pupils, including those with special educational needs or disabilities (SEND). There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

We aim to provide high quality provision to meet the needs of children and young people with SEN. We believe that every child should enjoy their education and be happy, healthy and safe at school. We will value our children for their individuality, culture and heritage. We are committed to providing a place of excellence with high standards. Children will learn how to learn as well as acquire knowledge. They will have the opportunity to achieve their full potential in their academic, creative, emotional and social, physical, moral and spiritual development. Learning will be recognised and celebrated by children and adults. The learning experience and environment will be creative, challenging, exciting, stimulating, relevant and forward thinking. Our school will always be a caring place where children and adults make a valuable contribution and are inspired to be creative, think for themselves and feel confident to meet new challenges. We believe effective partnerships between children, staff, parents, governors and the wider community are central to the success of our children.

SEND Objectives at Oldbrook First School and Nursery

- To work within the guidance provided in the SEND Code of Practice, 2014
- To provide inclusive quality first teaching for all pupils.
- To ensure that transition between Preschool/Nursery, Early Years Foundation Stage, Key Stage One and on to Middle School is smooth and that a child's individual needs are planned for appropriately.
- To identify, target and meet children's individual needs.
- To ensure provision is made for identified children to enable them to access the full school curriculum, including the Early Years Foundation Stage Profile and National Curriculum.
- To differentiate tasks in any area where a child's needs are assessed as different from and/or additional to those of their peers.
- To encourage parents to be involved in all aspects of their child's education.
- To liaise with parents regarding their child's learning programs.
- To access appropriate outside expertise to more closely meet a child's individual needs.
- To continually enhance staff knowledge and skills through a planned program of continuing professional development (CPD) resulting in staff being reflective and effective practitioners.

- To make rapid progress enabling any gaps in learning to be closed and to sustain this progress.
- To continue to provide a Special Educational Needs Coordinator who will work with the SEN Inclusion Policy.
- To value and encourage the contribution of all children to the life of the school

Definition of SEN:

As stated in the Special Education Needs Code of Practice 2014 "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

"A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

(c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them

SEN CoP 1:3

The categories of Special Educational Needs are

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

Identifying children with Special Educational Needs

At Oldbrook First School and Nursery all pupils receive good quality personalised teaching and adjustments or interventions where necessary.

All 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, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN.

At Oldbrook First School and Nursery we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. The progress of every child is monitored and discussed at half termly pupil progress meetings where children are identified as not making progress in spite of quality first teaching with the Head Teacher and SENCo. Children of concern are also discussed at weekly staff meetings. A plan of action is then agreed. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. Teachers are closely supported in this process by the SENCO.

When deciding which children need special educational provision, we involve the teacher and SENCO and consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

Once provision for these identified children is reviewed, resources or other aids may be put in place to help them make progress. Parents will be involved in these discussions and their views sought. If a child continues to make less than expected progress despite several 'plan do and review' cycles taking place, the school may seek advice from outside agencies.

Should children be making, or are at risk of making, less than expected progress due to a disability or medical condition, a review of their provision should be made and advice sought if necessary. This is to ensure any barriers to learning are removed or minimised as soon as possible.

Depending on the advice of outside professionals top up funding or an Education and Health Care Plan may be sought to ensure the child has access to all they require to make progress.

We use the code of practice criteria when making a decision to place a pupil on the SEN register using the **ASSESS – PLAN - DO – REVIEW cycle.**

Parents, families, and children are at the heart of this process.

Managing pupils needs on the SEND register

If a child is identified as having a Special Educational Need or Disability, the following process will occur:

- The child will be placed on the school's SEND register and the parents will be informed. The SEND register is the responsibility of the SENCO.
- A support plan will be completed according to the child's needs by the child's teacher and SENCO.
- The personal plan will be shared with the child and parents.
- Interventions may be put in place to support the child in addition to high quality teaching. This will be documented on the support plan.
- At the beginning and end of an intervention an entry and exit test will take place to ensure that the intervention helps to achieve rapid progress against outcomes.
- Records of provision and progress will be kept, monitored and reviewed.
- The personal plan will be regularly reviewed and evaluated according to the child's progress.
- Next steps will be decided according to the outcome of the intervention.

For higher levels of need or where the school is unable to fully meet the needs of the child, arrangements may be made to draw upon more specialised assessments from external agencies and professionals.

The pupil and their parents will be involved throughout the entire process.

Criteria for exiting the SEND register

If it is considered that the child no longer needs support that is additional to or different from our ordinarily available provision, then a decision may be made to remove the child from the SEND register. Parents will be fully involved in this decision. The child will therefore continue to receive high quality teaching that is differentiated and personalised within the classroom setting.

Teaching and learning

The school believes that all children learn best with the rest of their class. Our aim is for all children to be working in class. When allocating additional Teaching Assistant support, our focus is on outcomes. We aim to put in sufficient adaptations and support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed on a provision map. When considering an intervention, the school look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Interventions are often crucial in closing attainment gaps and are monitored closely by both the class teacher who monitors progress towards the targets during the intervention and by the SENCo who monitors overall progress after the intervention.

Assessment procedures

All children deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

All teachers monitor and review pupil progress using the national end of key stage assessment procedures.

- Children in the Early Years Foundation Stage are assessed against 17 Early Learning Goals (ELGs), and their progress is measured against the Early Years Foundation Stage Profile (EYFSP) to see if they have achieved a Good Level of Development (GLD).Those that are significantly below their age expectations by the end of the year are reviewed individually to ascertain the reasons for this and to respond accordingly.
- Children in year 1 and 2 are assessed in each subject as to whether they are beginning, within or secure each area of the curriculum. Again, those that do not progress are discussed during Pupil Progress Meetings and action taken where appropriate.
- Children identified as having SEND will continue to be assessed using the EYFS curriculum or Aspects of Engagement Model as necessary, if they are unable to access the KS1 curriculum.

Underachievement is identified as early as possible through teacher referral, additional assessments using standardised reading and non-verbal reasoning tests. Pupils are set individual challenging targets, which address the area of underachievement. Pupil progress is monitored and reviewed termly.

If children are taking part in a specific intervention, they may be assessed using different criteria to measure the impact of that specific intervention. For example, after taking part in a reading intervention the colour of book level the child is reading may be the most relevant data. The impact of the intervention, although significant may not immediately translate to moving up the key stage levels, therefore the book level shows progress in a more relevant way.

Access to extra-curricular activities

All of our children have equal access to after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children.

Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of their special educational needs, disability or medical needs. If a child needs to have a higher level of one-to-one support, then parental support may be requested to ensure the child's safety and enjoyment whilst on the trip.

Transition Arrangements

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions into school, between classes and leaving school as smooth as possible. Enhanced transition arrangements are tailored to meet individual needs. This may include;

• Additional meetings for the parents and child with the new teacher

• Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.

• Opportunities to take photographs of key people and places in order to make a transition booklet.

If required, the feeder school SENCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel and training.

Parental Involvement

At Oldbrook First School and Nursery parents are seen as partners and their views, aspirations and hopes for their child will always be valued. We believe parents know their children better than anyone and are invaluable sources of information which may help us identify what possible barriers to learning their child may be facing. We aim to have good and informative relationships with all our parents. If parents have concerns about their child they should speak to their class teacher first who may then direct them to the SENCo. Parents of children who are identified as having SEND will be invited to take part in CCRs at key points of the year to discuss their child's progress and the effectiveness of the provision put in place for them. Parents, staff and the child will then work together to agree further strategies that will help the child make progress.

If a parent has concerns or would like further support the school will signpost them to the SEND Information, Advice and Support Service (SENDIAS).

Supporting pupils and families

A copy of our **SEND Information Report** can be found on our school website. It outlines in further detail the provision at Oldbrook School.

https://www.oldbrookschool.co.uk/about-us/policies/

Milton Keynes' local offer can be found here:

https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

Supporting pupils at school with medical conditions

Oldbrook First School and Nursery 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 also have special educational needs (SEN) and may have 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 (2014) is followed.

The school will work closely with parents and outside agencies to support pupils with medical conditions. They will hold a health care planning meeting with the appropriate health care professionals and will where appropriate, ensure that staff is given appropriate training to support the pupil with their needs. Training will be in line with the child's needs under latest published guidance by DfE.

Guidance published in September 2021 aims to ensure that all children and young people in Milton Keynes of statutory school age, who are unable to attend school or educational setting because of health reasons, continue to have access to as much education as their health condition allows, so that they are able to maintain the momentum of their education. Additionally, it aims to ensure that Milton Keynes Local Authority, Education and Health Services have the capacity to deliver appropriate education as soon as it is clear, according to the child/young person's medical consultant, that they will be away from school for 15 working days or more, whether consecutive or cumulative, within an academic year.

Children and young people who are unable to attend school for health reasons include those with:

- Physical health issues
- Physical injuries
- Mental Health problems, including anxiety issues
- Emotional difficulties, including emotionally based school attendance issues
- Progressive conditions
- Terminal illness
- Chronic illnesses

General Principles

- All Milton Keynes children and young people (aged 4-18 years, or up to 25 years if they have an Education, Health and Care Plan) who are unable to attend their school or educational setting because of health reasons, should not be at home without access to education for more than 15 working days (consecutive or cumulative) in an academic year

• Where a health need (physical or mental) is creating a barrier to learning, the child/young person's needs will be met through the school's designated resources wherever possible.

Further details on this policy document can be read alongside the statutory guidance produced by the DfE: 'Ensuring a good education for children who cannot attend school because of health needs. Statutory Guidance for Local Authorities–January2013'. https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school

However, where this is not possible and where absence is significant, a partnership approach to resourcing will be necessary between the school and the LA.

• Partnership working between Milton Keynes families, schools / educational settings (including nurseries, pre-schools, college etc.), the Local Authority and Health Services is vital in ensuring that children/young people with health needs receive appropriate education in a timely manner and that they are supported in their reintegration back into their originating school/educational setting as and when they are well enough. This may, where appropriate, include remote/online learning as part of their education

• Children/young people admitted to hospital outside of Milton Keynes will receive education as determined appropriate by the medical professionals and hospital school tuition team at the hospital concerned.

Children/young people with SEND in Milton Keynes who also have health needs will have EHC Plans or SEN Support Plans and will continue to receive Annual Reviews or equivalent for SEND Support organised by the school. LA SEND Services may also be supporting those children/young people with EHC plans and Social Care needs. These children/young people will have an Individual Health Plan (IHP) developed and maintained by their school specifically for their health needs in relation to their education and the school's SENCo should be regularly involved in liaison between the school and LA SEND Services.

Roles and Responsibilities

The class teacher is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils through daily adaptations and quality first teaching.
- Checking on the progress of all children, identifying and planning the delivery of any additional support.
- Contributing to devising personalised learning journeys to prioritise and focus on the next steps required for the child to make progress. This includes collating the views of the child and parent into forming the outcomes of the Child Centred Reviews.
- Raising any concerns they may have about a child's progress in Pupil Progress Meetings, if not before.
- Completing appropriate assessments such as the FACT, FACT+, sensory checklists etc.
- Implementing the advice and targets from outside agencies such as speech therapists, the Inclusion and Intervention team and Educational Psychologists.
- Applying the school's SEND policy.

The Special Educational Needs Coordinator (SENCo) is responsible for:

- Coordinating provision for children with SEND and developing the school's SEND policy
- Ensuring staff are utilised to the greatest effect and to ensure interventions are showing impact on children's' progress
- Ensuring that parents are involved in supporting their child's learning and access to the curriculum and kept informed about the range and level of support offered to their child
- Liaising with a range of agencies who can offer advice and support to help pupils overcome any difficulties
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs

The Head Teacher is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEND
- Managing and providing the resources, administrative and professional support necessary for the SENCo to carry out their duties

- Provide opportunities for the professional development of the SENCo
- Monitor the effectiveness of the SEND Policy and its implementation
- Attend review meetings, where necessary
- Evaluate the effectiveness of the SEND provision in relation to raising standards for all children.

The SEND Governor – is responsible for:

• Supporting school to evaluate and develop quality SEND provision and monitor the impact of provision for pupils with SEND across the school.

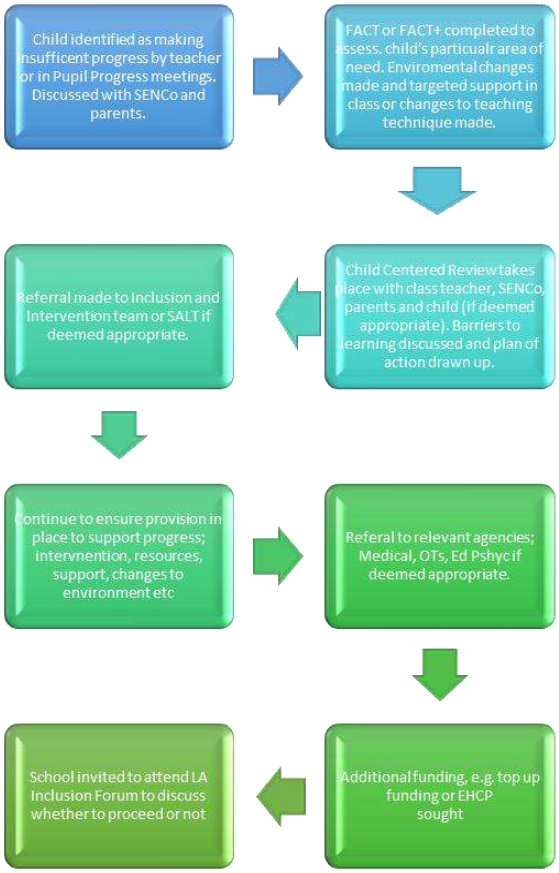
Professional development

Our SENCo has achieved the Post Graduate National Award for Special Educational Needs Co-ordination and takes advantage of relevant up-to-date training to support her role.

Our teachers and teaching assistants have collectively received training focusing on a range of different areas of SEND, for example dyslexia and attachment. The SENCo leads whole school training on specific areas of SEND and has guest presenters in during the school year to deliver other aspects of SEND training.

Our Teaching Assistants have been trained in a range of different 1:1, small group and whole school initiatives that support their day-to-day role. This includes a range of different Maths and English interventions, for example Numicon, 1st Class at Number, Reading Recovery and Letters and Sounds, but also programmes focusing on areas such as fine and gross motor skills and sensory, for example Rainbow Road, Write Dance, TACPAC and Funky Fingers. Alongside those run interventions to support the development of social skills and emotional stability, such as Talking Partners, Drawing for Talking and Lego Therapy.

Rachael Dunkley
September 2026

SEND Cycle

Expected path if child continues to make insufficient progress and barriers to learning are not adequately dealt with through quality first teaching and limited targeted support.
A child can leave this process at any point if the barriers to their leaning are overcome. Not all children will require top up funding or an EHCP. This is not the 'goal' of being on the SEND plan. The goal is to address a child's needs as early and efficiently as possible to enable them to progress in line with their peers. For some children this will be a short catch-up intervention to fill in gaps or embed a particular concept. Other children may require long term highly personalised support but this will be regularly discussed with the child's parents if it is felt this is what is required if a child has long term and complex needs.
Strategies to remove barriers to learning and the assessment of these will take place throughout the following process.