

# Oakfield Short Stay School



## Special Educational Needs and Disability (SEND) Policy

January 2026

The purpose of this policy is to maintain, promote and develop inclusion for all pupils, particularly as all children on role at Oakfield Short Stay School will have been identified as having a Special Educational Need and/or Disability (SEND). Most children on role will have a Social, Emotional and Mental Health Need (SEMH) and some children will have identified SEND in other areas. We are committed to developing an environment where all children can flourish. This policy works in conjunction with our schools vision, values and mission:

**Vision:** Oakfield cares about every individual, empowers every voice and creates a true sense of belonging

**Values:** Resilience, Respect, Reflective, Remarkable

**Mission:** *Oakfield enables every child to realise they're remarkable through education, intervention, and a strong sense of belonging*

This policy has been written as a guide to ensure the Head Teacher and all staff, including the Management Committee, work within the guidance outlined in the SEND Code of Practice 0-25 (2014).

### **Aims**

The aims of Oakfield Short Stay School's SEND policy are to:

- enable all children to have full access to the school curriculum and school life
- develop the self-esteem and promote positive self-worth in all children
- identify and meet individual needs through a wide range of provision
- carefully map provision to ensure that staff and resource deployment lead to positive outcomes for all pupils
- respond to learners in ways which take account of their varied needs and life experiences
- ensure a trauma informed practice is embedded to meet our children's needs
- regularly review and evaluate children's progress in partnership with parents and children themselves
- provide support and training for all staff working with children to enable them to adapt their approach to respond to the strengths and needs of all children
- ensure all children make successful transitions to their next provision.

### **Legislation and guidance**

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of

opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

- The governance guide for [maintained schools](#) which sets out the Management Committees responsibilities for pupils with SEND

## Definitions

### Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.  Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## Roles and Responsibilities

### Parents /Carers

At all stages of the educational process, the school aims to keep parents/ carers fully informed and involved. We take account of their wishes, feelings and knowledge. Through regular review meetings, we encourage parents to make an active contribution to their child's education and future provision. If input from an outside agency is required, we inform and seek the consent of parents/ carers.

### Children

Children are actively involved in their learning at Oakfield Short Stay School and they are encouraged to express their views about their academic and broader learning targets. Progress towards targets will be shared with our children regularly and opportunities to reflect on these occur each day.

### **Staff**

Led by members of SLT and class teachers, staff will take responsibility to maximise children's achievement and well-being. High quality provision is achieved through

- differentiated teaching and learning opportunities
- adopting programmes of study that meet the need and ability of pupils, rather than age-related expectations
- setting suitable and challenging expectations
- ensuring each child's individual strengths and needs is always taken into consideration
- ensuring effective deployment of resources
- monitoring and analysing the progress and attainment of all pupils to ensure good progress for all
- reviewing their progress against targets set on their Individual Learning Plans (ILPs) and on their Educational, Health, Care Plans (EHCP), where appropriate.

### **SENDCo**

The SENDCo is the Special Educational Needs and Disability Co-ordinator and is part of the Senior Leadership Team (SLT). At Oakfield Short Stay School this is Rachel Fisher/Christopher Brown (South Site) and Georgina Cole (North Site). The SENDCO works alongside the (Acting) Headteachers, Deputy Headteachers, Family Support Workers and the Management Committee to determine the strategic development of the school's SEND policy. Other responsibilities include

- liaising with staff to ensure appropriate guidance and support is available e.g. through class observations
- liaising with external agencies to support children with SEND
- overseeing the day-to-day operation of the SEND policy
- co-ordinating the provision for children with SEND
- working with staff to monitor the outcome of targeted interventions
- working with staff to monitor the progress and attainment of children with SEND
- liaising with parents
- working with outside agencies to identify appropriate provisions for our children to move on to
- contributing to the on-going professional development of staff
- working alongside SENDCO's in other schools where children are dual registered

### **The Management Committee**

The Management Committee is responsible for ensuring that the SEND policy is in place and that it is implemented effectively. The SEND Committee members Julie Ann Biddles and Chris White have a statutory role to play in the evaluation of the SEND provision, ensuring:

- children's SEND needs are met
- a range of activities are available to meet children's needs
- the SEND policy is updated in accordance with Government guidelines

### **Identifying and Providing for Children with SEND**

All pupils arriving at Oakfield are assumed to have an underlying area of SEND and therefore all children will have an Individual Learning Plan (ILP), Health Care Plan, Positive Handling Plan (PHP) and a 'Pupil on a Page' overview, which enables the school to:

- plan strategically to meet pupils' identified learning needs, address barriers to learning and track provision

- audit how well provision matches need
- recognise any potential gaps in provision and previous learning
- demonstrate how staff are deployed
- cost provision effectively
- inform parents, external agencies or OFSTED about provision and resource deployment

At Oakfield all staff have a responsibility to meet children's individual needs but it is specifically the teacher's responsibility to:

- Provide well differentiated 'quality first teaching', building upon assessment for learning
  - discuss with the SENCO any children who may have SEND in areas not already identified, including following up parental concerns
  - liaise with the Headteacher, Assistant Headteacher or SENCO and plan provision to meet individual needs
  - plan tasks for support staff, if they are working with pupils with SEND
- Complete SDQ and Boxall Assessments
- attend review meetings and pupil progress meetings

### **Well-differentiated 'quality first teaching'**

Our teachers have the highest expectations for all children, including those with SEND. Teaching is built on what children already know, can do and can understand. Children will be identified as needing extra support through:

- Information gathered from sending and dual registered schools
- data analysis at termly pupil progress meetings
- SDQ and Boxall Assessments
- assessment for learning
- following up parental concerns
- undertaking specific in-depth assessments when necessary

### **SEN Support**

All pupils at Oakfield, due to their presenting difficulties which have led to exclusion or risk of exclusion from mainstream primary schools, will be listed on the SEN record. All of our children will receive SEN Support that is in 'addition to' or 'different from' the already differentiated curriculum, in order to meet their individual SEND needs. Children may be involved in intervention groups/individual activities, which will be monitored by the SENCO and additional classroom support, which will be monitored by the class teacher. All of this is overseen by the Headteacher and Senior Leadership Team via termly pupil progress meetings. All children will have their targets, progress and support reviewed termly at meetings between parents, the pupil (where appropriate) and the SENCO. At these meetings appropriate targets will be set, taking into account parent and pupil views.

### **Education and Health Care Plan**

Pupils with Education and Health Care Plans (EHCP) will have access to all of the arrangements for pupils on the SEN Register, but will require additional support. This plan of support will be outlined in the EHC, with a focus on the outcomes of support and interventions. In addition to the above, EHCPs will be reviewed annually with parents, the Headteacher and the SENCO.

### **Complaints**

*Where a parent has concerns about the school's provision for special needs, which cannot be allayed by the Class*

*teacher or SENCO, he/she should approach the Headteacher. Where a complaint cannot be resolved, it should then be referred to the Chair of the Management Committee, via the school's complaints*