

Oakfield Short Stay School



Special Educational Needs and Disability (SEND) Policy

**Date: September 2026
Review: September 2027
Signed by: Victoria Edwards, Executive
Headteacher**

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 has been written as a guide to ensure the Executive 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.

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 Executive Headteacher, The Head of Secondary and the Deputy Headteachers, Assistant 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 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 Executive 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 SENDCO. At these meeting 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 Executive Headteacher. Where a complaint cannot be resolved, it should then be referred to the Chair of the Management Committee, via the school's complaints