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1. Aims

At Oyster Park Primary Academy we aim to provide a personalised and balanced curriculum with high expectations for all. We have an inclusive ethos which supports systems for early identification of barriers to learning and participation. Teachers take account of all children's individual needs and make provision to support individuals or groups of children considering their needs. We recognise that children may have additional needs at any time or throughout their time in school and aim to accelerate their progress as we would for any child whilst supporting their emotional wellbeing and self esteem.

Objectives

The objectives of our policy are:

- to work within the guidance provided in the SEND Code of Practice (2014);
- to maximise outcomes for children with SEN and their families;
- to plan an effective and differentiated curriculum to meet the needs of children with SEND, to help them overcome their barriers to learning;
- to involve children and parents/carers in the identification and review of the targets set for individual children;
- to work in close partnership with parents/carers of children who have special educational needs;
- to ensure that all members of staff who work with children in our school are aware of the procedures for identifying additional needs and are inclusive in their teaching of all children in their class;
- to provide support and advice to all staff working with children with special educational needs and/or disabilities;
- to work in close partnership, where appropriate, with outside agencies to support children who have special educational needs and/or disabilities.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for 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 the majority of 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Hilary Bodycombe.

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN Information Report

5.1 The kinds of SEN that are provided for

Oyster Park Primary Academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

Quality First Teaching

There is an ongoing dialogue between teachers and the SENCO. Discussions provide an opportunity for teachers to discuss the progress of any children in their class who may need further support or who are falling significantly outside of the range of expected academic achievement in line with Age Related Expectations. Pupil Progress Meetings are held each term. Here, the class teacher meets with the Senior Leadership Team to discuss the progress of the children in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

- a) Once a child has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- b) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the child's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- c) The SENCO will be consulted as needed for support and advice and may wish to observe the child in class and/or carry out a more detailed assessment of the child's needs.
- d) Through (b) and (c) it can be determined which provision the child will need going forward.
- e) If a child has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary
- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- g) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.

SEN Support

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If a child has been identified as having a special educational need, they will be placed upon the Special Educational Needs Register. Action will be taken to remove barriers to learning and effective special educational provision will

be put into place. The school follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a graduated approach to SEN support. The 'pathway' to SEN support can be found in the appendices section. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Assess

This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. More detailed assessments may be administered by the SENCO and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage.

Plan

Planning will involve consultation between the teacher, SENCO, parents and where appropriate, outside agencies to plan the interventions, strategies and support required to overcome learning barriers. If a child has a high level of need or receives extra funding from the Local Authority, clear, achievable targets will be set and recorded on a My Support Plan and/or Learning Plan. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the child, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENCO will provide strategic support during this stage.

Review

Reviews of a child's progress will be made termly. The review process will evaluate the impact of interventions and adjustments. This review will be recorded on Provision Map or, if applicable, a child's My Support Plan or Learning Plan. A My Support Plan or Learning Plan review will also take account of the views of the child and parents. The class teacher, in conjunction with the SENCO will revise the type and level of support and, if necessary, the cycle will begin again.

A child may need more expert support from an outside agency such as WISENDSS, Speech and Language therapy, Educational Psychologist etc. A referral will be made, with parental consent and forwarded to the most appropriate agency.

If a child's needs are complex or severe we may suggest that we ask the local authority for a statutory assessment which may lead to an Education Health Care Plan (EHC Plan). This document will describe a child's SEN and the provision recommended. EHC plans can involve the Local Authority (LA) providing extra resources to help a child. These could include money, staff time, special equipment or attendance at a specialist school. This additional provision is reviewed annually or sooner if required and would include parents, class teacher, SENCO, LA representatives and other professionals as required.

5.3 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Many strategies are in place to enable a child's smooth transition to and from Oyster Park Primary Academy as well as transition between year groups and key stages. These include:

- discussions between the previous or receiving schools/teachers prior to the pupil joining/leaving;
- all children attend a transition session where they spend some time with their new class teacher;
- additional visits are also arranged for children who need extra time in their new school/class;
- The Senior Leadership Team are always willing to meet parents/carers prior to their child joining the school;
- Mrs Bodycombe liaises with the SENCOs from the secondary schools to pass on information regarding children with SEND.

5.4 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality, inclusive teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Teachers work closely with TAs, the SENCO and external professionals to ensure all pupils receive appropriate teaching and learning for their individual needs. Where appropriate additional interventions are implemented, for example:

- Fine and gross motor skills intervention
- Speed Up Handwriting
- Rainbow Words
- Working Memory Intervention
- Numicon
- Lifeboat
- Fresh Start RWI

5.5 Adaptations to the curriculum and learning environment

Oyster Park Primary Academy make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- The Lighthouse - in house adapted learning provision established September 2023 as an extension to our KS2 provision. The Lighthouse provides highly modified provision for pupils who have severe learning needs. The Lighthouse supported by external professionals and Local Authority.
- The Harbour – in house social communication provision established September 2025 to provide support for EYFS and Key Stage 1 pupils with identified social communication needs. The Harbour is supported by external professionals and Local Authority.

5.6 Additional support for learning

A number of our teaching assistants are trained to deliver interventions such as Rainbow Words, Working Memory Intervention, Speed Up Handwriting and Fine and gross motor skills intervention. Interventions and staff CPD are accessed to reflect the current needs of our pupils. When an area of development for an intervention to meet a specific need is highlighted we lease with external professional to ensure an appropriate and effective intervention is sourced and the appropriate CPD provided. Teaching assistants will support pupils on a 1:1 basis when it is appropriate to ensure they access the curriculum, wherever possible the 1:1 support will be provided within the

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pupil's classroom. Teaching assistants will support pupils in small groups when which will be planned by the class teacher to ensure appropriate and effective support is in place.

Oyster Park Primary Academy acknowledge that following the impact of the COVID 19 pandemic, some pupils have emerging additional needs due to SEND, previous poor attendance, or have not engaged with learning during the closures and anxiety around school attendance. Some pupils will have been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. All pupils missed key content during lockdown, preventing them progressing in their learning. We are aware that pupils who previously did not require additional support may do at this point in their education.

Oyster Park Primary Academy are committed to working with families and external professionals to ensure appropriate and effective support is in place to support all pupils.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologist Service
- WISEDNSS
- Speech and Language
- CAMHs
- Occupational Therapy Service
- Physiotherapy Service
- Visual Impairment Team
- Hearing Impairment Team
- Pediatricians
- Community Nurse Specialist Team
- School Nursing
- Health Visiting Team

5.7 Expertise and training of staff

Our SENCO has 9 years' experience in this role and has worked as a classroom teacher in Key Stage 1 and Early Years, has had leadership responsibility for a range of whole school curriculum areas as well as leading Early Years and having the role of SENCO in a previous school. Our SENCO is the Deputy Headteacher with the responsibility for Inclusion, including SEND, Safeguarding, attendance, behaviour and pupil premium.

We have a team of 13 teaching assistants, who have had additional training to deliver specialist SEN provision for our pupils who require highly differentiated and personalised teaching and learning. In the last academic year, staff have been trained in Rainbow Words, High Five, Working Memory Intervention, Read, Write, Inc intervention and specific Language and Number Programs provided by WISENDSS.

5.8 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a specified time
- Using pupil questionnaires
- Monitoring by the SENCO including book scrutiny, teacher observations, TA observations
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Holding termly reviews for pupils with My Support Plans

5.9 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip to Robin Wood.

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- All pupils are encouraged to take part in sports day, school plays and special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We will try to ensure that disabled pupils can play as full a part as possible in school life and the reasonable adjustments duty will help support this.

Many children with a disability will have an EHCP and auxiliary aids and so may not require anything further. However, if the disabled pupil does not have an EHCP (or the EHCP does not provide the necessary aid), then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

Oyster Park Primary Academy has a duty to make reasonable adjustments for children with a disability this includes but is not limited to:

- Where a disabled pupil is placed at a disadvantage compared to other children we will make reasonable adjustments to try and reduce/remove the disadvantage
- We will provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled children
- Make any reasonable alterations to physical features of our school

Please see our Accessibility Policy which can be found on our school website www.oysterpark.co.uk

5.10 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of lunchtime clubs to promote teamwork, building friendships and developing new skills and interests
- We have a zero tolerance approach to bullying, pupils are trained through the Princess Diana Award as Anti Bully Ambassadors and we were awarded national school of the month in recognition of our work to create and promote a culture of tolerance and understanding where bullying in any form is not tolerated.
- 2 members of school staff are ELSA trained (Emotional Literacy Support Assistant). They provide additional support for pupils to improve and support their emotional and social development.
- We have our own bespoke Social Skills curriculum

5.11 Working with other agencies

Oyster Park Primary Academy works extensively with external agencies including professionals from education, local authority support services, health, voluntary sector organisations and social care. We have professional relationships with all the agencies we work with to ensure our pupils and families receive the help and support they need. Information is shared in a confidential manner, on a need to know bases.

5.12 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance. They will then be referred to the school's complaints policy. They can be contacted through the school office on 01977 515994.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.13 Contact details of support services for parents of pupils with SEN

WESAIL provide a range of services including providing Special Educational Needs and Disability Information and Advice Service (SENDIASS). This includes an advice line to provide free, accurate and impartial information, advice and support about a range of matters relating to SEND including issues related to health, education, social care and around personalisation and personal budgets.

SENDIASS also work with those organisations, practitioners and schools who support children and young people with SEND and their families. The aims of SENDIASS is to support and empower parents, carers and young people through providing information, advice, support so that they can play an active role in their child's or young person's education and be more aware of the processes around health and social care to support them in meeting their child's needs and promoting self-advocacy.

Address: Barnardo's Wakefield Services, Room 249, Castleford Civic Centre, Ferrybridge Road, Castleford

Postcode: WF10 4JH

Phone number: 01924 304152

Email: WESAIL@barnardos.org.uk

Information about further support services for parents of pupils with SEN are detailed in the Wakefield Local Offer, which can be found at: <http://wakefield.mylocaloffer.org/Home>

5.14 The local authority local offer

Our local authority's local offer is published here: <http://wakefield.mylocaloffer.org/Home>

5.19 Storing pupil's information

All records containing sensitive records relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet which is located in the SENCo's office. Access to this office is restricted by a fob security system when not in use. The same confidential and secure approach applies to information shared with outside agencies by telephone, email or letter. The school's policy on Data protection is available to view on the school website. All relevant documents are kept until the pupil leaves the school, eg at transition to secondary school or to a new primary school.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

Accessibility policy and plan

Relational Behaviour Policy

Medical Conditions

Personal and Intimate Care Policy