Vanguard Learning Trust

As a group of local primary and secondary schools, Vanguard Learning Trust's mission is to serve its local community by providing outstanding, inclusive education. The Trust has a collective purpose and responsibility to provide effective teaching, through a curriculum based on equality of opportunity and entitlement that allows students to shine both in and out of the classroom. Each school in the Trust has its own ethos, which also complements the Trust's vision and values, with the common aspiration that all students can achieve their potential.

Special Educational Needs and/or Disabilities (SEND) policy

Part A: Vanguard Learning Trust-wide

Part B: Oak Farm Primary School

Autumn 2026

Contents

Part A: Trust-wide

1. Structure and purpose of this policy

2. Principles

3. Entitlement

4. Legislation and guidance

5. Definitions

6. Roles and responsibilities

7. External agencies

8. Concerns and complaints

9. Monitoring and evaluation

Part B: Oak Farm Primary School

1. Oak Farm Inclusion Statement

2. Early Identification and Assessment

3. The Graduated Approach (Assess – Plan – Do – Review)

4. Ordinarily Available Provision (OAP) and Adaptive Teaching

5. Targeted and Bespoke Provision

6. Behaviour, Regulation and Wellbeing

7. Total Communication

8. The Oak Farm Hub: Strong Foundations Pathway

9. Pupil Voice and Participation

10. Partnership with Parents and Carers

11. Inclusion in Wider School Life

12. Transitions

13. Staff Training and Professional Development

14. Accessibility

15. Monitoring, Reviewing and Evaluating SEND Provision

16. Information Management and Record Keeping

Part A: Trust-wide

1. Overview of policy

1.1 Aims

This special educational needs and disabilities (SEND) policy aims to:

make sure that all schools in the Trust fully implement national legislation and guidance regarding students identified with SEND;

set out how schools will:

support and make provision for students with special educational needs and/or disabilities;

provide students identified with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND;

help students identified with SEND fulfil their aspirations and achieve their best;

help students identified with SEND become confident individuals living fulfilling lives;

help students identified with SEND, in secondary schools, make a successful transition into adulthood; and

communicate with students identified with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student.

explain the roles and responsibilities of everyone involved in providing for students identified with SEND;

communicate with, and involve, students identified with SEND and their parents/carers in discussions and decisions about support and provision for the student; and

make sure the SEND policy is understood and implemented consistently by all staff.

1.2 Structure

This policy consists of two parts, designed to promote a shared commitment across our Trust to inclusive, aspirational and equitable education for all learners, including those with SEND, while recognising and responding to the distinct contexts of our individual schools. Statutory elements are contained across both Part A and Part B. While Part A sets out the overarching principles, legal framework and Trust-wide expectations, Part B contains essential school-level information required by the SEND Code of Practice. Specifically, Part B outlines each school's arrangements for:

identifying and assessing students with special educational needs;

consulting with and involving parents/carers and young people in decisions about SEND support;

managing key transitions, including between phases of education and into adulthood;

providing training and professional development for staff to ensure effective SEND provision; and

overseeing the admission of disabled students and ensuring how reasonable adjustments are made to support access and inclusion.

Readers should refer to Part B for detailed information on how these statutory duties are enacted within each individual school.

2. Principles

2.1 Vision and values

At Vanguard Learning Trust, we are committed to providing an outstanding, inclusive education for all students, ensuring that every learner, regardless of their individual needs, has the opportunity to thrive and meet their full potential. Grounded in our core values of aspiration, community and equity, our SEND policy reflects our dedication to fostering an environment that supports and nurtures the unique abilities and potential of each student while recognising the resources and capacities available to us.

2.2 Inclusion and equal opportunities

All Trust schools strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the

curriculum and the school environment to make sure that students identified with SEND are included in all aspects of school life.

3. Trust-wide SEND entitlement offer

The Trust-wide entitlement offer for students with additional needs can best be described as a graduated response following three waves:

Wave one: Universal entitlement for all students identification of a need. Information gathering at this stage might include observation, parental engagement and whole-cohort testing. Outcomes of this will inform next steps and a graduation to wave two for some students.

At wave one, all students in the Trust are subject to baseline assessments. These are aimed to achieve early

Wave two: Additional school-based support for some students the school's SEND register. Students may access provision at wave two without being placed on the SEND register. Such provision might include language, literacy, numeracy and social skills interventions.

At wave two, it is recognised that students might need support beyond the provision offered at wave one. This might include additional school-based diagnostic assessment and consideration of adding the student to

Wave three: Additional targeted support for some students access the curriculum. At times this plan will be subject to the input of external professionals including but not limited to: educational psychologist, occupational therapist, speech and language therapist, local authority (LA) advisory services and other clinical services.

At wave three, students are generally on the SEND register and have a personalised plan to enable them to

4. Legislation and guidance

All schools in the Trust will adhere to the statutory guidance set out in Special Educational Needs and Disability (SEND) Code of Practice (click here) as well as the following legislation:

Part 3 of the Children and Families Act 2014 (click here), which sets out the responsibilities of schools for students identified with SEND;

the Special Educational Needs and Disability Regulations 2014 (click here), which sets out the responsibilities for local authorities and schools with regards to education, health and care (EHC) plans, SEN co-ordinators (SENCos) and the special educational needs information report;

the Equality Act 2010 (section 20) (click here), which sets out the duties of schools to make reasonable adjustments for students with disabilities;

the Public Sector Equality Duty (section 149 of the Equality Act 2010) (click here), which set out the responsibilities of schools 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) as well as those who do not share it;

the academy trust governance guide, (click here) which sets out the responsibilities of trustees and governors for students identified with SEND; and

the School Admissions Code (2021, click here), which sets out the obligation of schools to admit all students whose education, health and care (EHC) plan names the school, and its duty not to unfairly disadvantage children with a disability or with special educational needs.

This policy also complies with our funding agreement and articles of association.

5. Definitions

5.1 Special educational needs

A student 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 made generally for other children or young people of the same age by mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that

5.2 The four areas of need

The needs of students identified with SEND are grouped into four broad areas. Students can have needs across more than one area and their needs may change over time. Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

Communication and interaction understanding what is being said to them, have trouble expressing themselves, or do not understand or use social norms and expectations of communication. Students who are on the autism spectrum often have needs within this category.

Students with needs in this area have difficulty communicating with others. They may have difficulty

Cognition and learning grouped in this area, including:

Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are

Specific learning difficulties, which impact one or more specific aspects of learning, such as:

dyslexia, dyscalculia and dyspraxia

Moderate learning difficulties

Severe learning difficulties

Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Social, emotional and mental health

These needs may reflect a wide range of underlying difficulties or disorders. Students may have:

mental health difficulties such as anxiety, depression or an eating disorder

attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

suffered adverse childhood experiences the student becoming withdrawn or isolated.

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by

Sensory and/or physical generally provided. Students may have:

Students with these needs have a disability that hinders them from accessing the educational facilities

a sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment

a physical impairment to their peers. Children must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught. Part B outlines the school's arrangements for the identification and assessment of students with possible SEND.

These students may need ongoing additional support and equipment to access all the opportunities available

5.3 Disability

Students 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. Many children and young people who have SEN may have a disability under the Equality Act 2010. defined as '…a physical or mental impairment which has a long term and substantial and adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many people realise: 'long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. It 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 with those conditions and those with SEN. Part B of this policy contains further information about each school's admission arrangements for disabled students and how reasonable adjustments are made to support access and inclusion. The policy takes account of the School's public sector equality duty set out in section 149 of the Equality Act 2010. The Trust believes that:

every student has a right to develop their full potential;

every student has a right to a broad, balanced, relevant and challenging curriculum which is appropriate to their abilities;

diversity supports the learning of all; and

every student should be encouraged to play a full and active part in school life.

6. Roles and responsibilities

6.1 The special educational needs and/or disabilities co-ordinator (SENCo)

Each school must have a SENCo. The name and contact details of each school's SENCo can be found in Part B of this policy. They will:

inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made. Part B provides further information about the school's arrangements for consulting with and involving parents, carers, and young people in decisions about SEND support;

work with the headteacher and the phase-lead inclusion governor to determine the strategic development of the SEND policy and provision in the school;

have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students identified with SEND, including those who have EHC plans;

provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students identified with SEND receive appropriate support and high-quality teaching;

advise on the graduated approach to providing universal provision including adaptive teaching, targeted provision and specialist provision appropriate for individual students;

advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively;

be a point of contact for external agencies, especially the LA and its support services, and work with external agencies to ensure that appropriate provision is provided;

liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned. Further information about the school's arrangements to manage key transitions, including between phases of education and into adulthood, can be found in Part B;

ensure that, when a student moves to a different school or institution, all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner;

work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;

make sure the school keeps its records of all students identified with SEND up to date and accurate;

advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review;

work with the headteacher to monitor and identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development;

review regularly with the headteacher and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer;

prepare and review information for inclusion in the school's SEN information report and any updates to this policy; and

identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

6.2 The local governing body

The local governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to the education and standards committee or an individual:

co-operate with the LA in reviewing the provision that is available locally and developing the local offer;

have oversight of the inclusion strategy within their respective school and across the Trust;;

make sure that students identified with SEND engage in the activities of the school alongside students who have not been identified with SEND;

make sure that the school has arrangements in place to support any students with medical conditions;

provide access to a broad and balanced curriculum;

ensure that there is a strategic approach to identifying and responding to SEND;

ensure that all statutory reporting is available on the school's website;

ensure that the admissions process in each school has information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans;

make sure that there is a qualified teacher designated as SENCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out including reviewing the annual SEND report; and

in secondary schools, make sure that all students from year 8 until year 13 are provided with independent careers advice.

6.3 The inclusion link governor

The name and contact details of each phase-level SEND link governor can be found in Part B of this policy. The inclusion governor will:

help to raise awareness of SEND issues at governing board meetings; and

monitor the quality and effectiveness of SEND provision within the school and update the governing board on this through termly visits which will be structured by the Trust's inclusion lead.

6.4 The headteacher

The name and contact details of the headteacher can be found on the school's website. The headteacher of each school will:

work with the SENCo and allocated SEND link governor to determine the strategic development of the SEND policy and provision within the school;

work with the SENCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;

have overall responsibility for, and awareness of, the provision for students identified with SEND, and their progress;

have responsibility for monitoring the school's notional high-needs budget and any additional funding allocated by the LA to support individual students;

make sure that the SENCo has enough time to carry out their duties;

have an overview of the needs of the current cohort of students on the SEND register;

monitor with the SENCo to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development. Further information about how the school will provide training and professional development for staff to ensure effective

SEND provision can be found in Part B;

review regularly and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer; and

identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

6.5 Class teachers

Class teachers are responsible for:

planning and providing high-quality adaptive teaching to meet the needs of students through a graduated approach;

monitoring the progress and development of every student in their class;

working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching;

working with the SENCo to review each student's progress and development, and decide on any changes to provision;

ensuring they follow this SEND policy and the SEN information report; and

communicating with parents through whole school processes, for example parent consultation evenings and progress reports to:

o set clear outcomes and review progress towards them o discuss the activities and support that will help achieve the set outcomes o identify the responsibilities of the parent, the student and the school

o listen to the parents' concerns and agree their aspirations for the student

6.6 Parents/carers

Parents/carers should inform the school if they have any concerns about their child's progress or development. Parents/carers of a student on the SEND register will always be given the opportunity to provide information and express their views about their child's additional needs and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

asked to provide information about the impact of SEN support outside school and any changes in the student's needs;

given the opportunity to share their concerns and, with school staff, agree their aspirations for the student; and

given an annual report on the student's progress.

The school will take into account the views of the parent/carer in any decisions made about the student. Further information about support that schools offer to parents/carers can be found in Part B. For parents/carers of children with EHC plans, they will be asked to attend the annual review as well as any interim meetings.

6.7 Students

Students will always be given the opportunity to provide information and express their views about their additional needs and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

explaining what their strengths and difficulties are;

contributing to setting targets or outcomes;

attending review meetings; and/or

giving feedback on the effectiveness of interventions.

The student's views will be taken into account in making decisions that affect them, whenever possible.

7. Links to other Trust documents

Alongside this policy, each school publishes a SEN information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains. Each school also publishes an accessibility policy on its website, which outlines further information about how the school works to remove barriers to learning and participation.

8. Links with external professional agencies

The Trust recognises that it will not be able to meet all the needs of every student. Whenever necessary the school will work with external support services such as:

speech and language therapists

specialist teachers or support services

educational psychologists

occupational therapists, speech and language therapists or physiotherapists

general practitioners or paediatricians

school nurses

child and adolescent mental health services (CAMHS)

education welfare officers

social services

9. Raising concerns and resolving disputes

9.1 Informal concerns

Where parents/carers have concerns about the school's provision for meeting their child's additional needs, they should first raise them informally with the class teacher. School staff will try to resolve concerns and/or issues informally in the first instance. It may include arranging meetings with parents/carers and agreeing

next steps. Whilst the school's SENCo does not have to be involved in all meetings, they will be informed by class teachers and may decide to attend. It is envisaged that most concerns can be resolved at this stage.

9.2 Formal complaints

If this does not resolve their concerns, parents/carers can submit their complaint formally. Complaints will be handled in line with the Trust's complaints policy, which is available on the school's website. Formal complaints are dealt with at Stage 2 of the process and in most cases will be considered by the school's headteacher. Parents/carers will be invited to attend a meeting and will receive a written response to their complaint which may include recommendations. Should parents/carers be dissatisfied with the outcome at Stage 2, they can escalate it to Stage 3 of the process which involves a panel hearing with governors and an independent person.

9.3 Dispute resolution

In addition, the SEN Code of Practice outlines suitable avenues for concerns and disputes (click here). For students with an EHC plan, an interim review may be necessary to discuss matters formally with staff. The London Borough of Hillingdon's SENDIASS service may be able to provide support with the resolution of any disagreements and contact details can be found on their website (click here). Hillingdon offers specific mediation when a request to assess for an EHC plan is declined: further details can be found on their website (click here).

10. Monitoring, evaluation and related policies

10.1 Evaluating the effectiveness of the policy

The Trust is constantly looking for ways to improve the SEND policy. The Trust will do this by evaluating whether or not schools are meeting the objectives set out in Section 1. Schools will evaluate how effective their SEND provision is with regards to:

all staff's awareness of students identified with SEND at the start of the autumn term;

how early students are identified as having SEND;

students' progress and attainment once they have been identified as having SEND;

whether students identified with SEND feel safe, valued and included in the school community; and

comments and feedback from students and their parents/carers.

This will all contribute to the annual SEND report for governors and an executive Trust-wide summary for trustees. Further information about how the school will evaluate the effectiveness of their SEND provision can be found in Part B.

10.2 Monitoring the policy

This policy will be reviewed every year: Part A will be reviewed by the Trust's inclusion lead and approved by the board of trustees, Part B will be reviewed by the SENCo and headteacher, then followed by the local governing body. The policy will also be updated when any new legislation, requirements or changes in procedure occur during the year.

10.3 Links with other policies and documents

This policy links to the following documents:

SEN information report

The local offer by the London Borough of Hillingdon (click here)

Accessibility plan

Behaviour policy

Equality information and objectives

Supporting students with medical conditions policy

Attendance policy

Safeguarding policy

Complaints policy structure.

Version history First issue/revision date Approved by Summary of changes if not first issue June 2025 BoT New version of policy, adopting Part A/Part B Section 3 outlines how Trust schools use a 'waves of support' approach, which is contextualised in each school's part B. Clarity provided in several areas, such as roles and responsibilities, monitoring and evaluation, and the complaints process. New section on disability. Minor language adjustments to reflect best practice.

Part B: Oak Farm Primary School

School-specific SEND arrangements

1. Oak Farm Inclusion Statement

At Oak Farm Primary School, inclusion is not a place, programme or intervention; it is the culture that underpins every aspect of school life. We believe every child has the right to feel safe, valued and respected, and to experience a genuine sense of belonging within our school community.

We recognise that children develop, learn and communicate in different ways. Through high-quality adaptive teaching, early identification and evidence-informed practice, we seek to remove barriers to learning and ensure that every pupil can participate, achieve and flourish. We are committed to providing equitable opportunities by understanding each child's individual strengths and needs, and making appropriate adaptations and reasonable adjustments where required.

Communication is central to our inclusive approach. Through a whole-school Total Communication strategy and a relational approach to behaviour, we support pupils to understand, express themselves and engage successfully in school life. We recognise behaviour as a form of communication and work proactively with pupils, families and professionals to identify and respond to underlying need.

We value parents and carers as equal partners and believe that the best outcomes are achieved through collaborative working between home, school and external professionals. By continually reflecting on and developing our practice, we aim to ensure that every child leaves Oak Farm feeling confident, included and well-prepared for the next stage of their education.

2. Early Identification and Assessment

Early identification is fundamental to ensuring that pupils receive the right support at the right time. Oak Farm adopts a proactive approach, recognising that needs may emerge at any stage of a child's education and that early intervention can significantly improve long-term outcomes.

Teachers use ongoing observation, assessment, professional dialogue and discussions with pupils and families to identify potential barriers to learning. Concerns are considered holistically, recognising that communication, cognition, emotional wellbeing, physical development and environmental factors may all influence a child's progress.

Assessment is used to develop a detailed understanding of each child's strengths, needs and next steps rather than simply to secure a diagnosis. We recognise that children do not require a formal diagnosis to access appropriate support and that provision should always be responsive to identified need.

The school uses a range of evidence-informed assessment approaches appropriate to each area of need. These include teacher assessment, standardised assessments, developmental assessments, observational tools and specialist screening measures. Further information regarding the assessment tools used by Oak Farm is available within the school's SEND Assessment Toolkit and Four Areas of Need Guidance.

Within the Early Years Foundation Stage, and for pupils requiring highly personalised assessment, the DfE SEND Assessment Tool and the Early Years Developmental Journal may be used to identify small steps of progress, inform bespoke targets and, where appropriate, support applications for Special Educational Needs Inclusion Funding (SENIF).

Assessment is an ongoing process. Information is regularly reviewed alongside pupil progress, professional observations and the views of pupils and families to ensure that provision continues to meet changing needs effectively.

3. The Graduated Approach (Assess – Plan – Do – Review)

Oak Farm Primary School follows the graduated approach described within the SEND Code of Practice (2015), recognising that pupils' needs may change over time and that effective provision is based upon ongoing assessment, collaboration and review.

Assess The class teacher, supported by the SENDCo where appropriate, gathers information from a range of sources including classroom assessment, observations, discussions with parents and carers, the views of the pupil and advice from external professionals where applicable. Assessment focuses on understanding the child's strengths, barriers to learning and individual profile of need rather than diagnosis alone.

Plan Where additional provision is required, the class teacher, SENDCo, parents and pupil agree appropriate outcomes, classroom adaptations and, where necessary, targeted interventions. Provision is proportionate to need and aims to remove barriers to learning while promoting independence and participation.

Do The class teacher remains responsible for the progress and attainment of every pupil, including where interventions are delivered by support staff or external professionals. Agreed strategies are implemented consistently and monitored regularly.

Review The effectiveness of provision is reviewed through ongoing assessment, pupil progress, observations and discussions with pupils and parents. Support is adapted where necessary to ensure it continues to meet individual needs. Interventions are time-limited and continue only where there is clear evidence of positive impact.

Oak Farm recognises that effective provision is not measured by the amount of intervention a child receives, but by the progress, participation and independence it enables. Decisions regarding provision therefore balance targeted intervention with continued access to high-quality classroom teaching and the wider curriculum.

A pupil may be identified as requiring SEND Support where they require provision that is additional to or different from that ordinarily available for pupils of the same age. This may include pupils with long-term identified needs, significant barriers to learning, those requiring provision beyond the school's ordinarily available offer or pupils with an Education, Health and Care Plan. Decisions are made collaboratively with families and reviewed regularly.

4. Ordinarily Available Provision (OAP) and Adaptive Teaching

High-quality adaptive teaching forms the foundation of inclusive practice at Oak Farm Primary School. Every teacher is responsible for adapting teaching to meet the diverse needs of pupils within their classroom and ensuring that learning remains ambitious, accessible and appropriately challenging.

Oak Farm's Ordinarily Available Provision (OAP) provides a consistent framework of inclusive classroom strategies which benefit all learners whilst reducing barriers for those with additional needs. This includes, but is not limited to:

- clear routines and predictable classroom structures;
- visual supports and reduced language load;
- explicit modelling and vocabulary teaching;
- scaffolded learning and chunked instructions;
- opportunities for overlearning and retrieval;
- sensory and movement opportunities where appropriate;
- reasonable adjustments to support communication, attention, regulation and participation.

Further guidance is available within Oak Farm's OAP Offer document, which is reviewed regularly to reflect current research and school practice.

5. Targeted and Bespoke Provision

Where high-quality adaptive teaching alone is insufficient to meet a pupil's needs, additional targeted provision may be implemented following assessment through the graduated approach.

Provision is carefully matched to identified need and may include evidence-informed interventions, specialist programmes, personalised resources or advice from external professionals. The school maintains a catalogue of targeted and bespoke interventions to support consistency of practice across the school.

Interventions are planned with clear intended outcomes, baseline measures and agreed review points. Progress is monitored through assessment, observation and professional dialogue to ensure that provision remains purposeful and effective.

Oak Farm recognises that intervention should complement, rather than replace, access to high-quality classroom teaching. Decisions regarding intervention are therefore based upon what will have the greatest impact for the individual child. In some circumstances, the most appropriate provision will be additional intervention; in others, further adaptations within the classroom may be more effective. Provision is reviewed regularly and adapted or discontinued where evidence indicates that it is no longer required or is not having the intended impact.

6. Behaviour, Regulation and Wellbeing

Oak Farm recognises that behaviour is a form of communication and adopts a curious, proactive and inclusive approach to understanding and supporting pupils' behaviour.

We seek to identify the underlying factors influencing behaviour and recognise that communication differences, sensory processing, anxiety, emotional wellbeing and unmet needs may all impact upon a child's ability to engage successfully in learning.

Where appropriate, staff use evidence-informed approaches such as ABC analysis, personalised behaviour support plans and individual risk management (Wave 3) plans to identify patterns, reduce barriers and promote positive outcomes. These approaches are implemented alongside the school's Behaviour Policy and support consistent, relational practice across the school.

The school promotes emotional literacy and self-regulation through a range of whole-school approaches, including an adapted Zones of Regulation approach, Total Communication strategies and opportunities for co-regulation. Pupils are supported to recognise, understand and communicate their emotions, develop strategies for self-regulation and become increasingly independent in managing their wellbeing.

Oak Farm also recognises that pupils with SEND may face additional safeguarding vulnerabilities. Staff remain vigilant to these risks and work closely with the Designated Safeguarding Lead, families and external agencies to ensure that pupils receive coordinated and appropriate support.

7. Total Communication

Communication is fundamental to learning, relationships, independence and wellbeing. Oak Farm Primary School is committed to ensuring that every pupil can understand others, express themselves effectively and participate fully in school life through a Total Communication approach.

We recognise that communication extends beyond spoken language and that pupils communicate in a variety of ways. Staff therefore use a range of communication methods appropriate to individual need, including spoken language, visual supports, symbols, signing, objects of reference, photographs, gesture and augmentative and alternative communication (AAC).

A consistent approach to communication is promoted throughout the school to reduce cognitive load, increase understanding and support independence. Staff receive ongoing training to ensure that communication strategies are embedded across classrooms, shared spaces and wider school life.

The school works closely with parents, carers and external professionals to promote consistency between home and school and to ensure that communication approaches remain responsive to each child's developing needs. Further guidance is available within Oak Farm's Total Communication Framework.

8. The Oak Farm Hub: Strong Foundations Pathway

Oak Farm recognises that a small number of pupils require a highly personalised curriculum which is developmentally appropriate and carefully tailored to their individual strengths and needs. The Strong Foundations Pathway provides a nurturing, structured and neuro-affirming environment for pupils who require provision beyond that ordinarily available within the mainstream classroom.

The Hub is an integral part of Oak Farm's inclusive provision and is not a separate educational pathway. Wherever appropriate, pupils continue to access mainstream learning, wider school experiences and opportunities to learn alongside their peers. The level of support provided is determined by individual need and is reviewed regularly to promote participation, independence and successful inclusion.

Assessment, planning and target setting within the Hub are informed by the Strong Foundations Developmental Pathway and focus on each pupil's stage of development rather than chronological age alone. Provision is personalised across key areas including communication and interaction, cognition and learning, social and emotional development, sensory and physical development, literacy, mathematics and independence.

Pupils accessing the Hub typically require highly adapted teaching approaches and may be working within the Early Years Developmental Journal or DfE SEND Assessment Tool. Entry to, and exit from, the Strong Foundations Pathway is determined through careful assessment of a pupil's developmental readiness,

participation, wellbeing and learning needs rather than predetermined criteria. Decisions are made collaboratively with parents, class teachers, the SENDCo and, where appropriate, external professionals.

The impact of provision is reviewed regularly through the graduated approach to ensure that support remains responsive and enables pupils to achieve the best possible outcomes.

Further information about Oak Farm Primary School's Strong Foundations Developmental Pathway is included within the vision documentation.

9. Pupil Voice and Participation

Oak Farm is committed to ensuring that pupils are active participants in decisions about their education. We recognise that children are experts in their own experiences and that understanding their views, strengths, interests and aspirations is fundamental to effective SEND provision.

Pupil voice is gathered in a variety of ways appropriate to each child's age, stage of development and preferred method of communication. This may include conversations, one-page profiles, interactive presentations, communication tools, visual approaches and person-centred planning.

Pupils with Education, Health and Care Plans are invited and encouraged to attend their Annual Review meetings wherever appropriate. They are supported to create personalised presentations or other communication formats to share their achievements, aspirations, interests and views, ensuring that their voice remains central to discussions and future planning.

Where pupils are unable to attend meetings, every effort is made to ensure that their views are represented and inform decision-making.

10. Partnership with Parents and Carers

Oak Farm values parents and carers as equal partners in their child's education and recognises that collaborative working is essential to securing positive outcomes for pupils with SEND.

The school maintains open, honest and supportive communication with families throughout the year. Parents are encouraged to discuss any concerns at the earliest opportunity and are involved in planning, reviewing and evaluating the support their child receives.

In addition to regular parent consultation meetings, the SENDCo is available throughout the year to meet with families, provide advice and coordinate support where required. Oak Farm also offers SEND surgeries, coffee mornings and workshops to provide practical guidance, share strategies and strengthen partnerships between home and school.

The school works collaboratively with a range of external professionals to ensure that families have access to appropriate advice and support. Workshops and information sessions are reviewed annually in response to the needs and interests of the school community and may include areas such as communication and language, emotional wellbeing, regulation, early development, occupational therapy, transition and understanding SEND.

Parents are actively involved in reviewing My Support Plans, Education, Health and Care Plans and other personalised provision. Their views, alongside those of the child, are central to all decision-making.

11. Inclusion in Wider School Life

Oak Farm is committed to ensuring that all pupils are able to participate fully in every aspect of school life, regardless of their individual needs.

Reasonable adjustments are made wherever necessary to enable pupils with SEND to access educational visits, residential experiences, clubs, performances, sporting activities and wider enrichment opportunities alongside their peers.

Where individual risk assessments or additional planning are required, these are completed collaboratively with families and relevant professionals to ensure that pupils can participate safely and successfully. Inclusion is considered proactively within all aspects of school life and every effort is made to remove barriers which may prevent participation.

12. Transitions

Successful transition is recognised as an important part of ensuring positive outcomes for pupils with SEND. Oak Farm plans transitions carefully to reduce anxiety, promote familiarity and ensure continuity of support.

Transition arrangements are personalised according to individual need and may include additional visits, social stories, transition booklets, pupil passports, visual resources and enhanced communication between settings.

For pupils with Education, Health and Care Plans, receiving schools and relevant professionals are invited to Annual Review meetings where appropriate to support effective transition planning. Information is shared promptly to ensure that appropriate provision can be implemented from the earliest opportunity.

Transition support is also provided for pupils moving between classes, key stages or joining Oak Farm during the academic year. Planning is informed by the views of pupils, parents and staff to ensure that each child feels confident, prepared and well supported.

13. Staff Training and Professional Development

Oak Farm recognises that high-quality inclusive practice depends upon knowledgeable, confident and reflective staff. Professional development is therefore central to the school's approach to SEND.

Staff receive regular training, coaching and opportunities to work alongside specialist professionals to develop their understanding of SEND, adaptive teaching and evidence-informed practice. Training is responsive to the needs of pupils within the school and reflects current legislation, research and local authority guidance.

The SENDCo works collaboratively with senior leaders to monitor the quality of provision and identify priorities for professional development. Staff are supported through ongoing coaching, collaborative planning and access to practical guidance, including the school's Ordinarily Available Provision, Total Communication Framework, Inclusion Folders and other SEND guidance documents.

Oak Farm is committed to developing a whole-school culture in which inclusion is the responsibility of every member of staff and where continuous professional learning supports the best possible outcomes for all pupils.

14. Accessibility

Oak Farm Primary School is committed to ensuring that pupils with disabilities are able to access education alongside their peers and participate fully in all aspects of school life. The school fulfils its duties under the Equality Act 2010 by making reasonable adjustments to remove barriers to learning and participation wherever practicable.

The school site includes accessible facilities, including lift access, accessible toilets and adapted learning environments. Individual adjustments are made in partnership with pupils, families and external professionals where required.

The school's Accessibility Plan is reviewed regularly and sets out how the curriculum, physical environment and information provided to pupils and families will continue to become increasingly accessible.

15. Monitoring, Reviewing and Evaluating SEND Provision

The effectiveness of SEND provision is monitored throughout the academic year to ensure that support continues to meet pupils' needs and secures positive outcomes.

Provision is evaluated through a range of evidence including:

- pupil progress and attainment;
- personalised outcomes and developmental progress;
- classroom observations and learning walks;
- intervention reviews;
- pupil and parent voice;
- provision mapping;
- SEND reviews and Annual Reviews;
- professional dialogue with staff and external agencies.

The SENDCo works alongside senior leaders to monitor the quality and impact of provision across the school and to identify priorities for ongoing development.

Oak Farm recognises that effective provision is responsive rather than static. Provision is therefore reviewed regularly and adapted where evidence indicates that an alternative approach would better support a pupil's learning, participation or wellbeing.

16. Information Management and Record Keeping

Accurate, up-to-date information is essential to ensuring that pupils receive consistent and effective support.

Oak Farm maintains secure electronic SEND records through Arbor and the school's shared drive, ensuring that staff always have access to the most current information relating to individual pupils. This includes Education, Health and Care Plans, My Support Plans, professional reports, provision maps and pupil profiles.

To support consistent inclusive practice, Inclusion Folders are available within classrooms, the Senior Leadership Team offices and the school office. These provide staff with immediate access to key guidance relating to inclusive practice and SEND procedures, while confidential pupil information continues to be stored securely in accordance with data protection requirements.

SEND records are reviewed regularly to ensure that information remains accurate, relevant and reflective of pupils' current needs.