



SEND Policy

Date created:		June 2024	
Date reviewed:		Sept 2025	
Next review date:		Sept 2026	
Policy lead staff member:		Amy Dobson	
Policy applicable to:			
Whole School 	EYFS	Primary	Upper

This policy should be read in conjunction with The Code of Practice and the following:

- Accessibility Plan;
- Assessment for Learning;
- Anti-Bullying Policy;
- Medical Needs Policy
- Equality, Diversity and Inclusion Policy

1. DEFINITIONS

Definition of Special Educational Needs and Disability (SEND):

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (Code of Practice D.F.E. 2014)

A child of compulsory school age has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of students of the same age; or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision which meets the needs of children and young people with SEN includes:

High quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is 'special provision' under Section 21 of the Children and Families Act 2014.

2. RATIONALE

Open Air Education is an inclusive school, catering for a wide range of SEND, including students with:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health difficulties
- Sensory or physical needs

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with SEN and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with students and their parents/carers, we strive to ensure that the following aims are met. We place a great deal of value on the role of the parent/carer. We understand that it can be difficult in some cases for parents to deal with the fact that their child has additional needs and we are particularly sensitive in the early stages when a child is first identified.

We aim to reassure parents/ carers and clarify issues/information for them throughout the SEN process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents/ carers of students with Special Educational Needs will be treated as partners and supported to play an active and valued role in their child's education. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings.

Aims

To follow the guidelines set out in the SEN Code of Practice;

- To ensure that all students have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
- To identify children with SEN as early as possible and plan a programme of support and intervention to address their needs;

- To regularly track the progress of children with SEN through school tracking systems, review meetings, lesson observations and provision maps and support plans;
- To provide good quality and regular training for staff in relevant areas of SEN;
- To evaluate the impact of staff training and provision/intervention programs;
- To develop good relationships with parents/carers to ensure students with SEN are supported well both at home and at school;
- To ensure that all staff working with SEN children are clear about their roles;
- To ensure that the SEN budget is used appropriately to fund high quality resources for children with Special Educational Needs

To work effectively with a range of other external agencies;

- To make good links with other primary schools, secondary schools, and special schools.

3. ROLES AND RESPONSIBILITIES

Provision for students with special educational needs is a matter for the school as a whole.

The School will have the following responsibilities.

We will:

- Seek to appoint an advisory governor with specific responsibility for SEN
- have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to staff
- publish information on the school's website about the implementation of the policy for students with SEN.
- ensure that there is a qualified teacher designated as SENCO - Amy Dobson.
- cooperate generally with the local authority when the school is being named in an EHC plan.
- ensure that arrangements are in place in schools to support students at school with medical conditions.
- publish 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 accessibility plans.
- ensure that all governors are aware of the school's SEN provision including the deployment of funding, equipment and personnel.

Headteacher

The headteacher will have the following responsibilities.

They will:

- take overall responsibility for implementing the code of practice.
- ensure that there is adequate time to carry out SENCO duties and is able to influence strategic decisions about SEN.
- ensure the wider school community understands the implications of SEN provision for whole school improvement
- put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child
- ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified students with SEN.
- report to governors how resources are deployed to meet provision.

The Special Educational Needs Co-ordinator (SENCO)

Amy Dobson

The role of the SENCO includes:

- overseeing day-to-day operation of school's SEN policy;
- coordinating provision for children with SEN;
- liaise with designated teacher where a Looked After Child has SEN;
- overseeing SEN support plans and ensuring teachers and support staff work closely with parents/ carers to follow a graduated approach to SEN Support;
- advising on use of delegated budget/ other resources;
- liaising with parents/ carers of children with SEN;
- maintaining links with other education settings and outside agencies;
- liaising with potential next providers of education;
- working with head and governing advisory board on Equality Act; and ensuring that SEN records are up to date contributing to the in service training of staff

Open Air Educators

Our Educators have the following responsibility to:

- provide 'Quality First Teaching' and a graduated approach of assess, plan, do, review.
- focus on outcomes for the child: Be clear about the outcome wanted from any SEN support.
- be responsible for meeting special educational needs:
- Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- have high aspirations for every student: Set clear progress targets for students and be clear about how the full range of resources are going to help reach them.
- work in partnership with students and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress.

SEN Support Staff

Teachers work with SEN support staff to plan effective provision for students with SEN. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

Learning Assistants are part of the whole school approach to SEN working in partnership with the class teacher and the SENCO to deliver student progress and to narrow gaps in performance. The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high quality teaching overall.

- Learning Assistants can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

Principles of the Graduated Approach

At Open Air Education, we understand that the principles outlined below should be applied consistently throughout the Graduated Approach, not

solely for children and young people undergoing EHC needs assessments or with an EHC Plan.

According to The SEND Code of Practice (Sep 2014), supporting children and young people with SEND involves a four-part cycle of 'Assess, Plan, Do, and Review'.

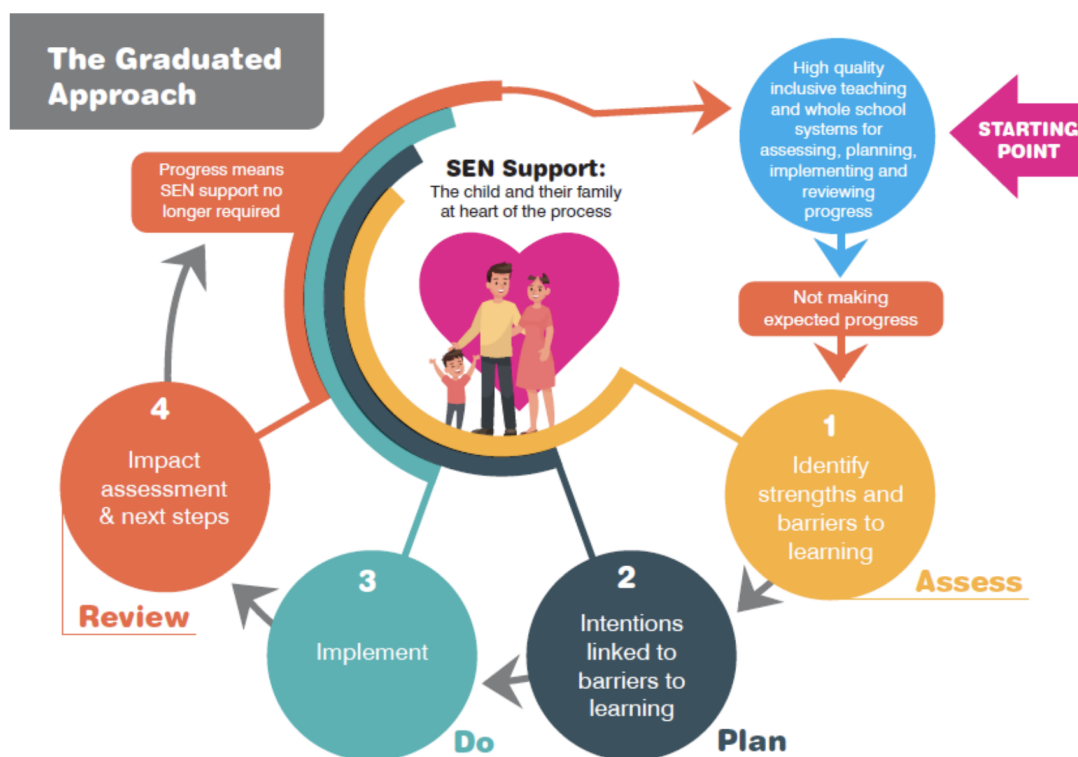
This cycle ensures that decisions and actions are continually reassessed and improved as understanding of the child or young person's needs grows, aiding in their progress and outcomes.

An effective Graduated Approach entails more detailed approaches, frequent review, and specialist input in subsequent cycles to tailor interventions to each child or young person's needs.

The following paragraphs offer a brief overview of the general principles for each stage of this cycle, as per The SEND Code of Practice (Sep 2014):

- **Assess:** A thorough assessment of the child or young person's needs should be conducted by those involved in their education and support, including key persons in early years, class teachers with the SENCO. This assessment should be regularly reviewed to ensure appropriate support is provided.
 - If little or no progress is noted, specialist assessment may be required from teachers with expertise or external agencies such as health or social care. Collaboration with outside professionals already involved with the child is crucial, with parental consent sought before proceeding further.
- **Plan:** Educational professionals, together with the child, parents, and support team, should agree on outcomes, interventions, support measures, expected progress impacts, and a review deadline. Selection of interventions should be evidence-based, and any staff development needs identified and addressed.
- **Do:** The key person or teacher should work closely with the child daily, even in group settings, while the SENCO provides guidance on assessment, problem-solving, and effective support implementation.
- **Review:** Regular evaluation of support effectiveness and impact on the child's progress is essential. The child's input should be considered during assessments. Support should be adjusted based on the child's progress, with decisions made in consultation with the child and parents.

We will revisit this cycle repeatedly to refine and amend support decisions as we work to develop a deeper understanding of what works best for each child. Continuous review of support for all children with SEND is crucial, regardless of the presence of an EHC Plan.

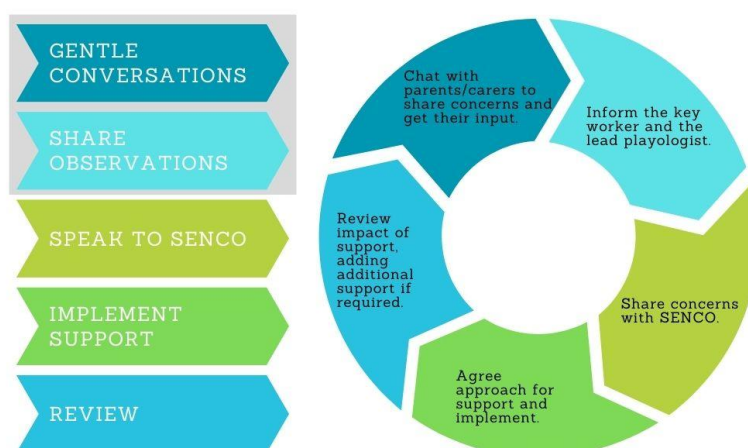


4. Identification of SEN

Through their discussions, observations, assessments and data analysis the SENCO, class teachers, key workers and support staff will identify any children who appear to have SEN. Children with SEN may also be identified by outside agencies and organisations. Parents and carers may also inform the SENCO or teaching staff of any concerns and possible Special Educational Needs. When a child is identified as having SEN, requiring additional support, they will be placed on the SEN register; children for whom there are concerns will be tracked through a monitoring register.

Reporting SEN Concerns

Concerns should be raised through gentle, informal chats with parents/carers, focusing on daily observations in the moment. These conversations are not about diagnosing but about supporting the child and avoiding labels. They feed into the ongoing cycle of assess, plan, do, review, ensuring that strategies are adapted and support remains responsive to the child's needs.



SEN Support

When a class teacher or the SENCO identify a child with Special Educational Needs, the class teacher will provide interventions through 'Quality First Teaching' that are additional to those provided as part of the school's usual differentiated curriculum. The triggers for SEN support are that, despite receiving quality first teaching the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning. If necessary the SENCO, in partnership with parents/ carers and the child, may refer to outside agencies such as Educational Psychology or Specialist Support Teams for additional support.

Referral for Education, Health and Care Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, or the child has not made expected progress the school or parents/ carers should

consider requesting an Education, Health and Care Assessment. To inform this decision the local authority will expect to see evidence of action taken by the school. These include:

- Records of regular targeted support, strategies, reviews and their outcomes;
- The student's health including the child's medical history where relevant;
- Levels of attainment in English and mathematics;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parents and of the child;
- Involvement of other professionals such as health, social services or education welfare service.
- Costed provision maps

Parents/ carers or school are the only partners who can request an Education, Health and Care Assessment.

Education, Health and Care Plan (EHCP)

An EHCP includes the following and will be reviewed annually:

- The student's name, address and date of birth;
- Details of all of the student's special needs, including health needs;
- Identification of the special educational provision necessary to meet the student's Special Educational Needs;
- Short term targets for the child to work towards;
- Identification of the type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision;
- Reports and views of any other specialist involvement. All children with EHCP will have short-term targets set for them that have been established after consultation with parents/ carers, and the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets are met.

5. RECORDING SEN

Records are kept on all children with SEN, detailing steps taken to support them.

SEN Register

This is a file kept by the SENCO. It indicates which children have SEN and what stage they are at. The SENCO maintains the Register as a working document. The Register will state the following:

- Child's name;
- Date of Birth;
- Details of SEN;
- Involvement of outside agencies;

Medical Register

A copy of the Medical Register is kept in the school office, easily accessible by first aiders and are available in classes for each year group throughout the school. The Medical Register is amended and updated throughout the year where new needs arise. The SENCO will become involved should a child's medical attention present a barrier to their learning.

Class Teachers keep copies of support plans for all children on the register within their classes.

6. ANNUAL REVIEWS

It is a statutory requirement for children with an EHCP to have an Annual Review. At Open Air Education, we hold annual reviews for children with an EHCP and termly reviews for those on SEN support. Parents/carers and other agencies, where appropriate, are invited to these. Some reviews are part of the Parent Discussion evenings in the autumn and spring terms. During these reviews, feedback is given about a child's progress and new targets are agreed where necessary.

7. STAFF TRAINING

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal and professional development. Particular support will be given to Early Career Teachers and other new members of staff.

8. POLICY EVALUATION

The implementation of this policy will be monitored by the head of school and SENCO. It will be reviewed annually.

When reviewing the success of this policy we will take into account:

- Progress of SEN children compared to non- SEN
- Standards reached by students with SEN;
- The percentage of parents attending review meetings, including Annual Reviews;
- The number of complaints received regarding SEN provision.

Through regular learning observation we will also take into account:

- The quality of curriculum planning and the extent to which teachers and support staff work together as a team;
- The extent to which students are following an appropriately differentiated curriculum;
- The use of varied resources which enable students with SEN to make progress towards their targets;
- The ethos of the classroom and the extent to which students with SEN are well-cared for and supported.