



Special Educational Needs and Disability and Inclusion Policy

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY AND INCLUSION POLICY

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Oaklands School Context

Oaklands School is a small independent school offering provision for up to 60 pupils in the age range 5 to 16 years (Key Stage 1 to Key Stage 4). All pupils at Oaklands School have Education, Health and Care Plans (EHCPs) with specific outcomes under the four areas of need (Communication and Interaction; Cognition and Learning; Sensory and Physical; Social; Emotional and Mental Health).

We believe that all children have the right to a high level of education which ignites their curiosity, provides continuity and sequential progression taking into account pupils' starting points, individual strengths, talents and needs.

The Oaklands School curriculum is planned to meet EHCP outcomes through adaptive approaches which take into consideration age and developmental appropriateness.

Our curriculum offer is highly personalised to the needs of each pupil and delivered through our three Curriculum Pathways. The teaching of English, mathematics, science, PSHE and PE sits at the core of each pathway, and pupils will also experience the wider curriculum including, where appropriate, life skills, geography, history, computing, music and drama, art and design. We adapt the curriculum and align with the children's EHC Plans to support their growing independence.

Our curriculum and therapeutic combined planning approach supports pupils' in developing a love for learning, acquiring knowledge and skills, preparing them for a fulfilled and productive adult life. This procedure sets out how Oaklands School will improve outcomes for pupils, and raise the morale of teachers and support staff, by motivating staff to update their skills and improve their performance.

Our PSHE Curriculum is highly bespoke and we consider this one of the most important areas of learning for our pupils. The PSHE Curriculum encompasses RSHE and Safeguarding using the JIGSAW PSHE programme.

At Oaklands School, we believe that high quality careers education and guidance is critical to our pupils' futures. Our curriculum has a well-defined programme of Information, Advice and Guidance (IAG) with focus on preparing our pupils for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and work/career management skills they need to achieve positive employment destinations. This helps our pupils to choose their pathways, improve their life opportunities and contribute to a productive and successful economy. Our approach to Careers covers all age groups across the school.

As we are a small school, our teaching staff know our children well and are, therefore, able to use not only the information from our continuous assessment profiles to influence teaching, but also to tap into interests and hobbies of our pupils to act as a catalyst to learning. Pupil learning will inform curriculum development and enable accurate and relevant setting of learning intentions for each pupil.

Many of the pupils within our school will have gaps in their prior learning due to either frequent school or placement breakdowns, trauma, cognitive delay or mental health difficulties. Pupils may well have also experienced negative attitudes to their difficulties and disturbances in previous placements.

These attitudes towards pupils will often lead them to manifest behaviours such as resistance to learning, disengagement and disinterest and disruptive behaviours. Our nurturing environment, empathy and warm approach to teaching and learning will support our pupils in filling these gaps and enable them to gain the confidence that they require to make progress, develop and achieve success at emotional, functional and academic levels.

Oaklands School offers provision for neuro-divergent children, including autistic pupils; pupils with speech, language and communication needs (SLCN); sensory processing needs; global developmental delay (GDD); attention deficit hyperactivity Disorder (ADHD). Social, emotional and mental health (SEMH) needs may compound difficulties in some instances but will not be the primary area of need.

We have an intended curriculum, which is adapted to ensure that accessibility and meaningful outcomes are achieved. This requires finely tuned adaptation of the National Curriculum and differentiation of learning intentions. At times, the delivery of an ‘alternative’ education programme will be put in place to support learning. This might take the shape of ‘disguised learning’ or learning through project which tap into specific interests.

Education and Therapy teams work together to provide a combined approach to supporting pupils’ learning towards developing love for learning, knowledge

Aims

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

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND.
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils with SEND make a successful transition into adulthood
 - Communicate with pupils with SEND and their parents or carers, and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

Visions and Values

We are committed to making sure all our pupils have the chance to thrive and we will support them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Oaklands School Vision

At Oaklands School our vision is to provide positive learning for life.

This means we place an emphasis on nurturing relationships and building rapport, setting the stage for trust, connection and communication to thrive. We then look to personalise each learner’s educational journey, building those key skills and breaking down barriers to enable, empower and encourage each pupil’s learning.

Oaklands School Values

The school uses the Oaklands Way to make the school values clear:

- respect
- honesty
- kindness
- commitment
- creativity

Our School Will:

- provide an adapted Curriculum with reference to the National Curriculum which offers pupils the opportunity to learn and develop their knowledge, talents and skills in preparation for adulthood
- treat pupils with dignity
- ensure accessibility to learning regardless of gender, ethnicity, or demographic
- enable children to grow and develop an interest in English, Mathematics, Sciences, Arts, other Cultures and Religions as well as their own
- teach pupils skills and to cultivate an interest in Sports, Physical Wellbeing, Healthy Lifestyles, interests and hobbies
- encourage pupils to continue to use skills and remain open to learning to enable them to engage in the technological future of our society
- teach and model the values of our society and to contemplate issues relating to government, politics, relationships and community affairs
- encourage pupils to become independent learners thus ensuring their continued ability to remain engaged in learning throughout their lives
- prepare pupils for adulthood including, where possible, further education, employment and training
- provide, whenever possible, work experience opportunities for pupils in KS4
- offer external accredited examinations
- teach pupils in an environment free from anxiety

Our Curriculum Will Give the Pupils Opportunity to:

- develop their ability to communicate effectively and become experts in supporting their own emotional well-being
- be immersed in a communication rich curriculum built around individual needs
- develop functional reading skills appropriate to individual needs
- learn within a coherent and progressive framework
- explore learning across core subjects and enriching subjects

- experience the challenge and enjoyment of learning
- develop new skills through a variety of interesting contexts
- develop and demonstrate their creativity
- develop a love for books, reading for pleasure and enjoyment

Legislation and Guidance

- This 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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND

Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a rich, challenging and engaging curriculum with reference to the National Curriculum, which takes account of each pupil's starting point. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this through adaptive approaches to teaching and learning, through developing a bespoke curriculum taking into account different curriculum pathways (Learning how to learn; Participating in Learning; Independent Learning) and the school environment to make sure that pupils with SEND have their specific requirements met.

Meeting Medical Needs (see Medical Policy)

The Children and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions. Individual healthcare plans normally specify the type and level of support required to meet the medical needs of such students.

Oaklands School recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school complies with its duties under the Equality Act 2010.

Access to Information

All children requiring information in formats other than print have this provided (e.g. we have a child who uses Braille).

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

VGPS uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Details of our plan to improve access to information, with targets, are contained in the school's Access Plan.

Definitions Of SEND

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

They have a learning difficulty or disability if they have:

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

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

Disability

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

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

The 4 Areas of Need

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

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

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

Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 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 pupils 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. Pupils 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 These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

SEND Assessing, Monitoring, Evaluating

All pupils attending Oaklands School will come have an Education, Health and Care Plan (EHCP). The evidence gathered through the process of review helps to support the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a student has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. The school holds annual review meetings on the behalf of LA and completes the appropriate paperwork for this process.

All students have a Pupil Individual Learning Steps plan (PILS). The PILs plan will set targets for the student and will detail:

- the short-term targets set for or by the student
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed

- success and/or exit criteria

The PILs plan will be reviewed at least once a term and the outcomes will be recorded. Students will participate fully in the review process. Parents / carers and professionals will also be invited to participate in the target-setting and review process.

The school will liaise with Local Authorities and other agencies to arrange Transition Plans for students and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process. When students move to another school their records will be transferred to the next school within 15 days of the student ceasing to be registered, as required under the Education (Student Information) Regulations 2000

We evaluate the effectiveness of provision for our pupils by:

- Tracking pupils' progress
- Using pupil questionnaires
- Monitoring by the SENDCo
- Holding annual EHCP reviews
- Getting feedback from the pupil and their parents

Consulting and Involving Parents and Pupils

Oaklands School puts the pupil and their parents at the heart of all decisions made about special educational provision. We believe in building a school community through engaging with parents and carers, and pupils.

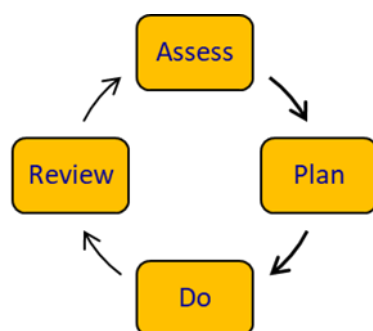
We aim to empower parents and carers by providing them with ways to actively participate in their child's school life.

We want parents and carers to be involved in their child's school life. We provide 2 full reports per year and regular updates through the Tapestry App and Bi-Weekly Newsletter to offer opportunities to follow learning and progress.

We encourage pupils' participation and, where appropriate, aim for pupils' to take part in EHCP Annual Review meetings.

The Graduated Approach to SEN Support

Approach to supporting the pupils' identified special educational needs follows a graduated approach.



Roles and Responsibilities

The SENCo

They will:

- Contribute to the assessment of potential pupils through research of information available and face to face informal assessments to identify educational approaches, therapeutic approaches and specific environment facilities required to meet the needs of pupils, reporting to the Executive Headteacher as part of the commissioning process
- Working in collaboration with the Therapy Team to identify the level of support required by each pupil at the school following the principles of the school's Therapy Provision Map at universal, targeted and specialist levels
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with the school's CAREERS Lead regarding potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Make sure the school keeps up to date and accurate records of all pupils' identified SEND as part of the Admissions Register and the Therapy Provision Map (in liaison with the therapy team)
- Prepare and review information for inclusion in the school's SEND and Inclusion information report and any updates to this policy
- Have day-to-day responsibility for the operation of this SEND and Inclusion Policy and the co-ordination of specific provision made to support individual pupils with SEND as specified in their EHC plans
- Oversee the process of completing EHC plan reviews for all pupils, including liaising with teachers regarding reviewing and updating information, coordinating the invitation for EHC plan reviews, leading EHC plan reviews, coordinating the gathering and sharing of information for EHC plan reviews
- Oversee the Pupil Individual Learning Steps (PILS) documents, to ensure that there is continuous and sequential focus on supporting pupils to meet their EHC plan outcomes for each area of need

The Headteacher

They will:

- Work with the SENCo 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 pupils with SEND, and their

progress

- Make sure that the SENCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils
- Advise the LA when a pupil needs reviewing their EHC needs assessment, or when an EHC plan needs an early review
- With the SENCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCo, regularly review 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
- With the SENCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data where appropriate, and use these to reflect on and reinforce the quality of teaching

The School Board

The School Board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to an adaptive Curriculum with reference to the National Curriculum which meets the needs of the pupils at the school, complies to all requirements and DfE guidance, offers the best possible range of learning opportunities, and prepares pupils for adulthood with attention to qualifications and destinations
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of pupils, the steps taken to regarding Equality, Diversity and Inclusion, the facilities provided to assist access of pupils with mobility difficulties, and the school's accessibility plan
- 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
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

Class Teachers

- Each class teacher is responsible for:
- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach

- 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 approaches, 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 SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Teaching Support Staff

All teaching support staff are responsible for:

- Delivering high-quality teaching that is adapted to meet pupils' needs through a graduated approach following the guidance of the Class Teacher
- Contribute to the progress and development of every pupil they support
- Contribute to planning and assessing impact of support and approaches, linked to classroom teaching

Therapy Team

The therapy team is responsible for:

- Contributing to the assessment of potential pupils through research of information available and face to face informal assessments to identify where there is a need for provision of specific therapeutic approaches
- Working in collaboration with the SENCo to identify the level of support required by each pupil at the school following the principles of the school's Therapy Provision Map at universal, targeted and specialist levels
- Design and implement therapeutic approaches in liaison with the SENCo, class teachers and all teaching staff
- Contribute to EHC plan Annual reviews through reports of engagement and progress where relevant

Parents and Carers

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

Continuing Professional Development of School Staff (CPD)

- The Headteacher, and other SLT members provide regular CPD to school staff in specific

aspects of meeting the needs of students with SEND

- Teaching assistants are engaged in an ongoing training to develop their role in the classroom
- Other professionals, are brought in periodically to address more specialist training needs such as dealing with specific medical conditions or to train staff in the use of specific interventions
- Staff are encouraged to share good practice through staff meetings and curriculum planning.

All Teaching and Non-Teaching Staff

- All staff are aware of the Oaklands School SEND policy and the procedures for identifying, assessing and making provision for students with special educational needs.
- Teachers are fully involved in providing high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.
- Teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the student's needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment.
- Teaching assistants liaise with the teacher on planning, on student response and on progress in order to contribute effectively to the graduated response.

SEND Information Report

The school publishes a SEND 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.

[SEND Information Report](#)

Links with External Professional Agencies

Whenever necessary the school will work with external support services such as:

- Educational psychologists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Emotional Health Academy (EHA)
- Social services

Links with Other Policies

- OS – Curriculum Policy
- OS – PSHE (including RSE) Policy

- OS – Careers Advice and Guidance Policy
- OS – Admissions Policy
- OS - Accessibility Policy
- OS - Behaviour Policy and Statement of Behaviour Principles
- OS – Equality, Diversity and Inclusion Policy
- OS - Attendance Policy
- OS - Child Protection and Safeguarding Policy
- OS - SEND Information Report
- OS - Complaints Policy and Procedure