



Oak View School, Whitehills Road, Loughton, Essex, IG10 1TS

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SEND Policy

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1. Aims

All pupils at Oak View have special needs, therefore, its aim is to bring pupils with SEN into the wider school environment, but is defining the whole school approach to all pupils.

Therefore, the aim of the school is to provide a curriculum that supports the development of each and all pupils. This will be achieved by each pupil having their own curriculum based on their needs.

The aim is for staff (teachers and support staff) to understand all the pupils' needs and have skills to provide experiences, activities and strategies that will benefit all of the pupils.

The school will work closely with other agencies to provide a suitable curriculum for each individual pupil.

2. Legislation and guidance

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

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

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

3. Definitions

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

They have a learning difficulty or disability if they have:

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

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

4. Roles and responsibilities in relation to SEND

4.1 Senior Leadership Team

The senior management team will work with the headteacher to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Develop and maintain a curriculum that support pupils with all their needs
- Monitor pupil progress and development in relation to their SEN.
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

4.3 The headteacher

The headteacher will:

- Work with SLT and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of all pupils

4.4 Class teachers

Each class teacher is responsible for:

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

6. Links with other policies and documents

This policy links to our policies on:

- Behaviour
- SEN Information Report
- Communication Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Accessibility Plan

