



## SEND Policy 2025

The SEND Policy in respect of the Children First Learning Partnership has been discussed and adopted by the Local Advisory Board

*Chair of Local Advisory Board:*

*Mrs W Parrott*

*Responsible Officer:*

*Executive Headteacher  
Mrs L Jukes*

*Agreed and ratified by the Local Advisory Board*

*03.02.2025*

*To be reviewed:*

*February 2026 or earlier if required*

# Oxhey First School



## Special Educational Needs and Disability (SEND) POLICY

### Section 1: Main Contact details and Policy key dates

Contact details:

**Executive Headteacher:** Mrs L Jukes

**SENDCo:** Mrs L Holt

**Inclusion Governor:** Mrs W Parrott

Oxhey First School

Pennine Way

Biddulph

Stoke-on-Trent

Staffs

ST8 7EB

01782 513000

<b>Date of previous Policy</b>	February 2024
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<b>Reviewed Policy agreed by Governing Body on:</b>	February 2025
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<b>Reviewed Policy shared with staff on:</b>	February 2025
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<b>Shared with parents/carers on:</b>	February 2025
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<b>Policy to be reviewed again on:</b>	February 2026
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# CONTENTS

- Section 1: Main contacts and Policy details
- Section 2: Legislative Compliance
- Section 3: Our School Profile and School Values
- Section 4: Aims and Objectives of this Policy
- Section 5: Definitions of SEND and of Disability
- Section 6: Graduated approach to identifying whether a child should be in receipt of SEND Support
- Section 7: Request for statutory Education, Health and Care needs assessment
- Section 8: Statement of Special Educational Needs or Education Health and Care Plan (EHCP)
- Section 9: Management of SEND within our school
- Section 10: Partnership with Parents/Carers
- Section 11: Involvement of Children
- Section 12: Supporting pupils at school with medical conditions
- Section 13: Effective Transition
- Section 14: Admission Arrangements
- Section 15: Storing and Managing information
- Section 16: Complaints
- Section 17: Links with Other Services
- Section 18: Information on where the Local Authority's Local Offer is published

NOTE: Child/children are used throughout to refer to children and young people unless a quote e.g. from the Code of Practice is otherwise employed.

## **Section 2: Legislative Compliance**

2.1 This policy complies with the statutory requirement laid out in Paragraphs 3.1 – 3.9 of the SEND Code of Practice 0 – 25 January 2015. It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice January 2015.
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- Ofsted Section 5 Inspection Framework, January 2014
- Teachers Standards 2012
- National Inclusion Statement
- Relevant National Curriculum frameworks/ document 2014
- Documents are kept In the School office and on the website <http://oxhey.staffs.sch.uk/send/>

2.2 Our school has separate policies in place for:

Safeguarding, Accessibility, Assessment, Anti-Bullying.

2.3 Our SEND Information Report sets out how we are implementing our SEND Policy and meeting our duties under the Equality Act 2010.

2.4 - SEND Review: Right Support, Right Place, Right Time summary document, October 2022. This green paper sets out the Government's proposals for a system that 'offers children and young people the opportunity to thrive, with the access to the right support, in the right place and at the right time'. Our intent as a school is to uphold these same proposals so that SEND pupils can fulfil their potential and lead happy, healthy lives.

2.5 - SEND and Alternative Provision Improvement Plan: Right Support, Right Place, Right Time Summary Document March 2023. 'This Government plan sets out how an effective single national system based on the new National Standards will be delivered

locally, through new local partnerships and an improved EHCP process to ensure that the experience of seeking support at every single stage is less bureaucratic and less adversarial for families and providers alike.' Through referral to our local Moorlands SEND Hub and access to the Enhanced Assess, Plan, Do, Review (EADPR) process, our intent is that needs are identified and expert support deployed earlier to enable better outcomes for pupils.

2.6 - Staffordshire Special Educational Needs and Disabilities Strategy 2021-2026 states that 'Our highest priority is to ensure that children with Special Educational Needs and Disabilities receive the support they need to achieve the best possible outcomes in life'. Our school SEND policy incorporates their 4 key priorities to help achieve that vision, which are:

- We communicate well with each other
- We work in partnership to meet the needs of children and young people
- We ensure the right support is available at the right time
- We encourage families to be inclusive.

## **Section 3: Our School Profile and School Values**

The overall intent of our school curriculum is to:

**Recognise uniqueness:** in our pupils, staff, resources and whole school community.

**Be Inclusive:** recognising learning styles, learning needs at all levels and providing solutions to any barriers to learning we encounter.

**Engage and Inspire:** Through knowledge rich, highly enriched, progressive and purposeful contexts.

**Promote Aspiration:** offering challenge, accountability and responsibility for their learning.

**Create citizens of the Future:** who thrive on responsibility, see difference as a strength of our community and use democracy to embed their own values and beliefs.

Our SEND provision strives to drive all of these intentions and links very closely to the achievement and development of them all.

### **Intent**

- We will provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately scaffolded curriculum. We strongly believe in the role of Quality First Teaching and Curriculum Entitlement for all children, regardless of their ability or background.
- Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential. At times and when it is felt appropriate, modifications to the curriculum may be implemented by providing personalised interventions that break down barriers to learning such as Beat Dyslexia, Tentown, Numbots, Cool Kids and Nessy.
- We intend to remove barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies such as the Speech and Language Service, Trailblazers Mental Health Support Team and Educational Psychologists, amongst others.

## **Our Mission Statement**

### **'A happy place to learn and grow'**

- Oxhey First School aims to equip each of its pupils with the skills, knowledge and understanding that they will require to succeed in future life.
- Oxhey First School School achieves this by adopting a child-centred, caring approach, working with parents to inspire individual achievement and attainment to the highest level.
- Our aim, through the school curriculum is for children to grow to accept their own individuality, to expand their horizons and to develop a love of learning and enquiry.
- The school's ability to achieve this can be judged by the confident, caring and able children who leave this school to go out into the wider world.
- All our teaching staff possess a wealth of experience both at the planning stage and the teaching of children with SEND and are responsible for their progress and development.

## Section 4: Aims and Objectives of this Policy

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement  
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:
  1. **Communication and interaction**
  2. **Cognition and learning**
  3. **Social, mental and emotional health**
  4. **Sensory/physical**
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## **Section 5: Definitions of SEND and of Disability**

### **What are special educational needs?**

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England... Health care provision or social care provision, which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014

### **How does our school know if children need extra help?**

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas

1. **Communication and interaction**
2. **Cognition and learning**
3. **Social, mental and emotional health**
4. **Sensory/physical**

- A pupil asks for help
- There is a significant change in the pupil's behaviour

### **Difficulties which may not be related to SEND**

Some children in our school may be underachieving, which may be caused by a range of factors, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children 'catch up'.

Difficulties related solely to difficulties in English as an additional language are not SEND. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEND or a disability.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEND:



- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

## **Section 6: Graduated approach to identifying whether a child should be in receipt of SEND Support. (Please refer to Appendix 1)**

### **6.1 All our children's needs are identified and met as early as possible through:**

- observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review). Pupils receive a carefully monitored, graduated response to their needs, and small steps of progress are meticulously tracked, enabling next steps to be identified.
- The use of standardised toolkits such as Sandwell Numeracy Tests, YARC reading Assessments, British Picture Vocabulary Scale (BPVS) and PhAB (Phonics Assessments) to identify specific areas of need
- listening to and following up parental concerns
- listening to and taking into account the child's views, wishes and feelings
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs
- liaison with schools and other settings on phase and in year transfer
- exchanging information from other services across education, health, care and the voluntary sector
- Referral to and discussion at the Children First Learning Partnership (CFLP) SEND Hub
- Referral to and discussion at the Moorlands SEND Hub. The Locality Management Group (LMG) will determine whether additional professionals, such as Educational Psychologists, The Autism Inclusion Team etc. will be involved as part of an Enhanced Assess, Plan, Do, Review process.
- If the EAPDR is agreed there will be a 'Team Around the Child' meeting, families will be fully included within decision making.
- School may refer independently to an external agency or the Educational Psychology Service (EPS) where necessary, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.
- Pupils' progress is assessed and discussed within Pupil Progress meetings.

- Data on progress is stored and analysed through various computer database systems.

### **6.2 General provision for all children using core school funding**

- All children will have access to well-scaffolded, quality first teaching enhanced, where appropriate, through low-level, short-term interventions.
- Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum. As a key priority, our Speech and Language Early Intervention flowchart (see appendix 2) identifies how early identification and targeted intervention will address language and communication needs.
- Children who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be children with SEND.

### **6.3 Examples of Curriculum Access and Provision**

Where children are underachieving and/or identified as having high incidence (low need) special educational needs, our school meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual children.

- teachers scaffold learning activities as part of quality first teaching
- preparation for new learning experiences and vocabulary development
- low level, short term, evidence based intervention programmes
- targeted additional adult group and, where appropriate, individual support
- differentiation of curriculum resources
- SMART target setting
- booster intervention groups
- 1:1 support
- Small group work
- Equal access to extra-curricular clubs and trips
- Specialist intervention led by external agencies including SpeakWrite and speech and language services, Trailblazers Mental Health Support Team, Autism Inclusion Team, Teacher for Hearing Impaired, Occupational Therapy.

### **6.4 Monitoring and Evaluation of progress**

- Ongoing assessment of progress against targets and expected outcomes
- work sampling and moderation and scrutiny
- The use of standardised toolkits such as Sandwell Numeracy Tests, YARC reading Assessments, British Picture Vocabulary Scale (BPVS) and PhAB (Phonics Assessments) to ascertain small steps of progress
- scrutiny of planning and level of differentiation and use of classroom resources
- informal feedback from all staff
- staff, child and parental questionnaires and conversations

- SEND Pupil Progress Meetings following each term.
- SEND pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with Education Welfare Officer (EWO) where appropriate
- Executive Headteacher's report to parents and governors
- Meetings with the Senior Leadership Team
- Termly Link Governor meetings with the SENDCO, with feedback to the Local Advisory Board (LAB) and Directors.

## **6.5 Additional SEND Support provision, monitoring and review using school's delegated additional needs funding**

The Children and Families Act 2014 and the SEND Code of Practice 2014 has introduced SEND support to replace School Action and School Action Plus from September 2014. We will meet with parents during the autumn term to review their child's educational needs and discuss whether their child should continue to receive SEND provision at this level. Every school has a whole school annual budget made up of core funding per child on roll at a point in time and additional SEND funding which is calculated based upon a formula agreed by schools locally.

In addition to the identification, assessment, provision and monitoring for all children, our approach to SEND Support is as follows:

- the class teacher, sometimes with the SENDCO, will discuss with parents if we feel that their child requires SEND Support;
- additional SEND support will be in place when a child's needs require intervention which is "additional to" or "different from" the well-scaffolded curriculum on offer;
- we will agree targets towards longer term outcomes that are reviewed termly with parents and their child as appropriate (on a SEND Personal Learning Plan (PLP) or Strategy Plan);
- children will have targets they can understand;
- our PLPs are a planning, teaching and reviewing tool which enable us to focus on particular areas of development for children with special educational needs. They are seen as a working document which can be constantly refined and amended;
- we will use the latest LA's guidance on SEND Descriptors;
- targets will address the underlying reasons why a child is having difficulty with learning;
- our PLPs will be accessible to all those involved in their implementation - children should have an understanding and 'ownership' of their PLP;
- our PLPs will state what the child has difficulties doing and how they will be supported to move forward with learning and wider outcomes;
- our PLPs will have a maximum of four SMART targets;

- targets for a PLP will be arrived at through:
- discussion, wherever possible, with parents/carers, teachers, support staff and the child
- discussion with other practitioners as appropriate
- classroom observations by the school's Special Educational Needs Co-ordinator (SENDCO) and other senior leaders;
- our PLPs will be time-limited - at termly review;
- our PLPs will be based on informed assessment and will include the input of appropriate outside agencies particularly where the EAPDR process is underway. Where concerns are significant or if expected progress is not made over time, a statutory assessment may be considered.

Where the child's class teacher, SENDCO and parent agree that the child has made good progress, it may be appropriate for needs to be met through effective class based strategies, resources and whole school interventions and assessment. In this instance, the child would no longer be recorded as being in receipt of SEND Support however a Strategy Plan will remain in place to ensure continued progress.

## **Section 7: Request for statutory Education, Health and Care needs assessment**

For some children with SEND, despite the school, family and other agencies working together to put in place all relevant and purposeful interventions and support, expected progress is not made. In these circumstances, external agencies such as speech and language therapy, occupational therapy, CAMHS, Educational Psychologists etc will become involved in discussing, assessing the child and/or contributing to their provision.

Children with no SEN but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive. Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

For some children additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. A multi-agency meeting will discuss if it is appropriate to submit a request to the Local Authority to consider whether a statutory assessment of education, health

and care needs is necessary. Advice will be sought from the LA's SEND and Inclusion Hub before a request is submitted.

## **Section 8: Statement of Special Educational Needs or Education Health and Care Plan**

Children with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for *children in receipt of SEND Support* and, in addition to this, will have an Annual Review of their statement/plan. Supplementary or early reviews may be called if required.

Our review procedures fully comply with those recommended in Section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice 2014.

## **Section 9: Management of SEND within our school**

The Executive Headteacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs Coordinator (SENDCO). The SENDCO is responsible for reporting regularly to the Executive Headteacher and the Governor with responsibility for SEND on the ongoing effectiveness of this policy.

## **Section 10: Partnership with Parents/Carers**

Our school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;

- agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEND, involving parents in the drawing-up and monitoring progress against these targets;
- keeping parents and carers informed and giving support during assessment and any related decision-making process;
- making parents and carers aware of sources of information, advice and support;
- providing all information in an accessible way for parents with English as an Additional Language;
- producing an SEND Information Report that will be published on the school website; and
- Parents are consulted at a variety of times during the year.

## **Section 11: Involvement of Children**

Children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their individual progress through the use of layered targets. We endeavour to involve all children fully by encouraging them to:

- share their views about their education and learning;
- identify their own needs and learn about learning;
- share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- self-review their progress and set new targets;
- monitor their success at achieving the targets on their PLP.

## **Section 12: Supporting pupils at school with medical conditions (Please refer also to our policy)**

Some children in our school may have medical conditions that require care and support to enable 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 will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have a Statement, or EHCP which brings together health and social care needs, as well as their special educational provision.

Pupils with allergies, food allergies have warning photos in the relevant places around school and wear a lanyard during lunchtimes.

## **Section 13: Effective Transition**

- For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.
- Pre-school visits can be arranged for pupils entering our school in the Early Years Foundation Stages Classes.
- During the year in which children are due to change school, transition meetings and class transition days for all children are held and arrangements discussed.
- When children are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
  - We will discuss transition needs of all children with Statements of SEND or an Education Health and Care Plans at their statutory Annual Reviews to be held during Year 3.
  - Liaison with middle schools takes place and SENCOs are invited, where appropriate, to TACs, SEND reviews etc and the Year 4 teachers meet with the SENDCO.

## **Section 14: Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school).

## **Section 15: Storage of records**

Children's records are sent to the next school as soon as possible after a child has transferred. Whilst the pupils are attending Oxhey First School the records are kept with the SENDCO and copies made for the relevant staff. The confidentiality policy is updated annually and signed by all staff and governors annually.

## **Section 16: Complaints**

If a parent wishes to discuss their child's educational needs or are unhappy about something regarding their child's schooling please contact the following:

- The class teacher
- The SENDCO
- The Assistant Headteacher
- The Executive Headteacher

For complaints, please contact the School Governor with responsibility for Inclusion.

Appointments can be made with any of these people through the school office Tel: 01782 513000

## Section 18: Links with Other Services

Staffordshire SEND Family Partnership

[Staffordshire SEND Family Partnership - Staffordshire Connects](#)

[STAFFS IASS - Staffordshire SEND Family Partnership](#)

Telephone 01785 356921 during office hours.

Alternatively email on [spps@staffordshire.gov.uk](mailto:spps@staffordshire.gov.uk).

## Section 19: Information on where the Local Authority's Local Offer is published

Information on where the Local Authority's Local Offer can be found on Staffs County Council Website.

Version Control

Version	Review Date	Changes Made
V3	January 2023	Section 2.4 addition of: 2.4 - SEND Review: Right Support, Right Place, Right Time summary document, October 2022. This green paper sets out the Government's proposals for a system that 'offers children and young people the opportunity to thrive, with the access to the right support, in the right place and at the right time'. Our intent as a school is to uphold these same



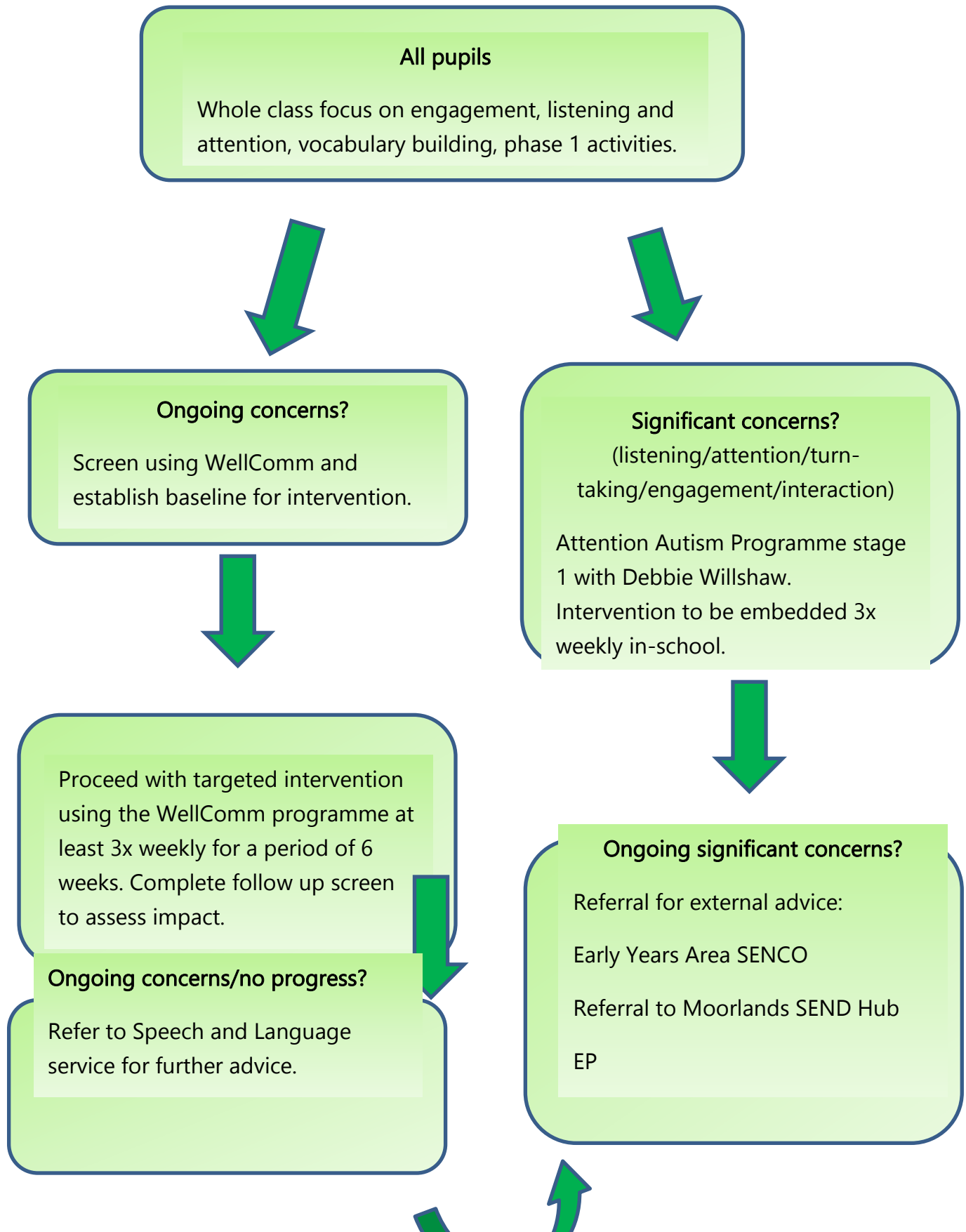
		proposals so that SEND pupils can fulfil their potential and lead happy, healthy lives.
V3	January 2023	Section 2.5 Addition of: 2.5 – Staffordshire Special Educational Needs and Disabilities Strategy 2021-2026 states that 'Our highest priority is to ensure that children with Special Educational Needs and Disabilities receive the support they need to achieve the best possible outcomes in life'. Our school SEND policy incorporates their 4 key priorities to help achieve that vision, which are: <ul style="list-style-type: none"> <li>• We communicate well with each other</li> <li>• We work in partnership to meet the needs of children and young people</li> <li>• We ensure the right support is available at the right time</li> <li>• We encourage families to be inclusive.</li> </ul>
V3	January 2023	Pg 8 – amendment of wording: Some children in our school may be underachieving, which may be caused by a range of factors,
V3	January 2023	Pg 9 addition of: Referral to and discussion at the Children First Learning Partnership (CFLP) SEND Hub Referral to and discussion at the Moorlands SEND Hub
V3	January 2023	Pg 10 amendment in name 'Autism Inclusion Team' Addition of 'extra-curricular' clubs Addition of 'SEND' pupil progress meetings
V3	January 2023	Pg 11 – addition of 'strategy plan' and the replacement of the word 'differentiated' with 'scaffolded' Addition of phrase 'however a Strategy Plan will remain in place to ensure continued progress.
V3	January 2023	Updated Graduated Response appendix added
V4	February 2024	Front Cover and page 2 - updated CFLP logo and updates to dates of policy ratification (2024)
V4	February 2024	Page 4, section 2.5 - addition of 2.5 - SEND and Alternative Provision Improvement Plan: Right Support, Right Place, Right Time Summary Document March 2023. 'This Government plan sets out how an effective single national system based on the new National Standards will be delivered locally, through new local partnerships and an improved EHCP process to ensure that the experience of seeking support at every single stage is less bureaucratic and less adversarial for families and providers alike.' Through referral to our local Moorlands SEND Hub and access to the newly introduced Enhanced Assess, Plan, Do, Review (EAPDR) process, our intent is that needs are identified and expert support deployed earlier to enable better outcomes for pupils.
V4	February 2024	Page 6 - update of Numbots intervention
V4	February 2024	Page 9, section 6.1 'The use of standardised toolkits such as Sandwell Numeracy Tests, YARC reading Assessments, British Picture Vocabulary Scale (BPVS) and PhAB (Phonics Assessments) to identify specific areas of need'
V4	February 2024	Page 9, section 6.1 'The Locality Management Group (LMG) will determine whether additional professionals, such as Educational Psychologists, The Autism Inclusion Team etc. will be involved as part of an Enhanced Assess, Plan, Do, Review process. If the EAPDR is agreed there will be a 'Team Around the Child' meeting, families will be fully included within decision making. School may refer independently to an...
V4	February 2024	Page 10 section 6.4 'The use of standardised toolkits such as Sandwell Numeracy Tests, YARC reading Assessments, British Picture Vocabulary Scale (BPVS) and PhAB (Phonics Assessments) to ascertain small steps of progress'

V4	February 2024	Page 11 section 6.4 'Termly Link Governor meetings with the SENDCO, with feedback to the Local Advisory Board (LAB) and Directors.'
V4	February 2024	Page 12 section 6.5 'particularly where the EAPDR process is underway. Where concerns are significant or if expected progress is not made over time, a statutory assessment may be considered.'
V4	February 2024	Addition on SEMH Graduated Response to appendices
V5	February 2025	Pg 1, 2, review of policy key dates and personnel
V5	February 2025	Reference to 'Executive Headteacher' throughout in replacement of 'Headteacher'
V5	February 2025	Pg 6 - update of interventions
V5	February 2025	EYFS Graduated Response Added to Policy
V5	February 2025	Trailblazers now referred to as 'Trailblazers Mental Health Services'.

**Policy agreed: February 2025**

**To be Reviewed: February 2026**

## Speech and Language Early Intervention Flow-chart





## Graduated Response for Cognition & Learning - Children working below

### What all pupils should be getting:

#### Quality first teaching:

- Know each child's needs and address through lesson planning
- Model and develop language used – sentence stems
- High expectations for learning behaviour & ambition for all
- Clear Learning Intention and success criteria
- Use of working walls
- Additional adult input (We do)
- Reasonable adjustments/Scaffolding
- Live marking
- Marking conferences
- Create a positive learning environment and atmosphere
- Access to support resources including visual success criteria for non readers



	1 point behind SCAFFOLDING & CATCH UP	2 points behind INTERVENTION & STRATEGY PLAN	3 points behind SEN SUPPORT	4+ points behind SEN SUPPORT & EHC
<b>Core offer</b>	Pre teach for Maths/English Additional Adult input – we do Additional language support/unpicking Individualised scaffolding resources GAPS grids support for LW & Keep up interventions Use of data to analyse misconception and specific misconceptions to aid accelerated progress (GPV/Spelling/Timestables/Phonics screener/PhAB, YARC etc) Focus on narrative for writing genres to evidence progress Staff approach Core subject leads during drop in to discuss and support progress	Pre teach for Maths/English Handwriting/Reading/Maths Interventions planned and carried out – parents informed Use toolkits to filter and plan strategies to support planning Use WR tests to support assessment and planning process for Maths Additional adult input – we do Sounds Write catch up interventions Additional Reading activities (Lowest 20% Core offer) Focus on narrative for writing genres to evidence progress SENCo made aware in order to monitor intervention progress and support writing of targeted strategy plan	<b>Child added to the SEN register as SEN support</b> PLP targets set and parents invited into the process Start Assess Plan Do Review process- reduce timings to support evidence gathering Review evidence through SEND PPM and SEND Case Studies to ensure provision matches need Refer to outside agencies for support: <ul style="list-style-type: none"> <li>○ Speech and Language Service and Speakwrite.</li> <li>○ PDSS</li> <li>○ Rose McCartney</li> </ul> Refer to CFLP SEND Hub to discuss provision and evidence gathering Capture parent views	Review APDR process and evidence gathering through SEND PPM & Case studies Refer to SEND HUB to seek further outside agency support Refer to Educational Psychologist Outside agency reports scrutinised and recommendations put into practise and trialled. Capture Parent views Evidence gathered of recommendations in practise.
<b>Responsibility</b>	Class teacher Curriculum Leader	Class teacher & Curriculum Leader SENDCO informed	Class teacher SENDCo	Class teacher SENDCo
<b>Communication</b>	Telephone call Log on Communication log on SIMS	Intervention/LAP notification letter – attach to SIMS	Meeting with parents SEN Support on SIMS	External agency referral & reports – uploaded to SIMS Recommendations noted on paperwork/ put into practise.

## Social and Emotional Mental Health - SEMH Graduated Response

### What all pupils should be getting: (The Oxhey Way)

#### Quality First Teaching/Whole Class Approach:

- Assemblies to explore Trust/School Values CHILDREN
- Adult's desire to have an in-depth knowledge of the class needs and backgrounds in order to develop emotional currency within the classroom
- Create a **relationally consistent** and positive learning environment and atmosphere based on mutual respect
- Exploration of collaborative class/school rules which are displayed, referred to regularly and used to praise correct behaviours
- Adults and children have high expectations for learning behaviours and involvement, incorporating TIGER Learning principles
- Individualised praise for correct behaviours to support first attention being given to best conduct
- Clear and consistent routines embedded and visually displayed for the class
- **Pinch points identified and routines used to minimise**
- Class visual Behaviour Tracker which allows for positive and negative movement. **Praise in public, Reprimand in private (PIP, RIP)**
- **Adults use structured interventions** (Scripts) to remind children of expectations and shared rules
- Use of class visual emotion board displaying a range of emotions that have been introduced/explored by the children
- Access to visual toolkits, devised and discussed with pupils to support with the self-regulation of difficult emotions and behaviours
- Access to class worry station to ask for help/time/access to adults
- Access to playground buddies/mentors and pupil leaders for peer support
- Circle times
- PSHRE curriculum

	Reasonable Adjustments	Intervention	SEN Support	SEN Support/EHC
<b>Core offer</b>	<ul style="list-style-type: none"> <li>• Academic Assessment analysis – is the child able to access the curriculum? Are barriers to learning the root cause?</li> <li>• Individual discussion with child – what are the trigger points for negative learning behaviours</li> <li>• Individual behaviour tracker introduced</li> <li>• Positive reward chart developed based on information gained from discussion</li> <li>• Increased communication with home through texts, emails, informal catch ups</li> <li>• Log any major behaviour incidents on Arbor with actions</li> <li>• Reasonable adjustments made around trigger points – cloakroom/playtime/lunchtime/lining up/PPA/drop off &amp; collection</li> <li>• Good communication and shared expectations from all school staff</li> </ul>	<ul style="list-style-type: none"> <li>• ABC sheets to be completed by school staff after incidents</li> <li>• Behaviour for learning classroom audit completed by SENCo and provide recommendations</li> <li>• Language assessment completed – BPVS/Wellcomm/Speakwrite</li> <li>• Meeting with parents to discuss the child's emotional needs and behaviours</li> <li>• Targeted Strategy Plan (TSP) written with pupil (if appropriate) SENCo, parents and class teacher signed by all parties</li> <li>• Plan to be shared with all relevant adults including reasonable adjustments, rewards and sanctions to ensure consistency</li> <li>• Complete Parent/teacher CFLP SDQs to gain a baseline and direction for intervention – analysed by SENCo</li> <li>• Provide Nurture/Time to talk/CFLP interventions to support emotional literacy</li> <li>• Complete Parent/Teacher CFLP SDQ to measure impact of intervention – analysed by SENCo</li> <li>• Log major behaviour incidents on Arbor with actions</li> <li>• ABC incident review to be completed and analysed by SENCo</li> <li>• Refer to Trailblazers Mental Health Support Team</li> </ul>	<ul style="list-style-type: none"> <li>• Child added to the SEN register as SEN support</li> <li>• SENCo to complete CFLP timed observation and provide recommendations</li> <li>• Review Targeted Strategy Plan (TSP)</li> <li>• Strategies plan to be written by all parties and include lessons learned from previous plans, recommendation from times observation and intervention organised</li> <li>• Start Assess Plan Do Review process of strategies plan</li> <li>• Refer to outside agencies for support: Action for children, Dove, CAMHS, SAL, Early Help</li> <li>• Log major behaviour incidents on Arbor with actions</li> <li>• ABC incident review to be completed and analysed by SENCo</li> <li>• Classroom staff to complete CFLP EIBC daily logs and analysed by SENCo</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to SEND or Inclusion HUB to seek further outside agency support</li> <li>• Refer to Educational Psychologist</li> <li>• Outside agency reports scrutinised and recommendations put into practice and trialled.</li> <li>• Evidence gathered of recommendations and interventions</li> <li>• Log major behaviour incidents on Arbor with actions</li> <li>• ABC incident review to be completed and analysed</li> <li>• Complete Classroom staff to complete CFLP EIBC daily logs and analysed by SENCo</li> <li>• Completed CFLP timed observation and review recommendations</li> <li>• Consideration of Reduced timetable Plan and notify LA</li> <li>• AEN funding application</li> <li>• EHC application</li> </ul>

	<ul style="list-style-type: none"> <li>• DSL discussions and report analysis</li> </ul>	<ul style="list-style-type: none"> <li>• DSL discussions and report analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to CFLP SEND Hub for additional support and discussions</li> </ul>	
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• DSL/DDSL</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• SENCo</li> <li>• DSL/DDSL</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• SENCo</li> <li>• CFLP SEND Hub</li> <li>• DSL/DDSL</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• SENCo</li> <li>• SEND Hub</li> <li>• LA</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Telephone call</li> <li>• Additional communication with parents</li> <li>• Log on Communication &amp; Notes on Arbor</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with parents</li> <li>• Upload TSP and communication on Arbor</li> <li>• Incidents/ABC to be analysed and trends highlighted</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with parents</li> <li>• SEN Support on Arbor</li> <li>• Upload TSP and communication onto Arbor</li> <li>• Referrals uploaded on Arbor</li> <li>• Intervention records analysed and reviewed</li> <li>• Incidents/ABC to be analysed and trends highlighted</li> </ul>	<ul style="list-style-type: none"> <li>• External agency referral &amp; reports – uploaded to Arbor Recommendations noted on paperwork/into practise</li> <li>• Intervention records analysed and reviewed</li> <li>• Incidents/ABC to be analysed and trends highlighted</li> </ul>

## Early Years Graduated Response

<b>What all pupils should be getting:</b> <b>Quality first teaching:</b> <ul style="list-style-type: none"> <li>Know each child's needs and address through lesson/ provision planning</li> <li>Model and develop language used – supported by visuals, reptation and hands-on experiences</li> <li>High expectations for learning behaviour &amp; ambition for all</li> <li>Clear Learning Intention and success criteria</li> <li>Additional adult input (We do) Facilitation in provision</li> <li>Reasonable adjustments/Scaffolding</li> <li>Share WAGOLs and give verbal feedback frequently</li> <li>Create a positive learning environment and atmosphere</li> <li>Verbalise success criteria and support this through small step instructions and modelling</li> </ul>				
	<b>1 point behind</b> <b>SCAFFOLDING &amp; CATCH UP</b>	<b>2 points behind</b> <b>INTERVENTION &amp; STRATEGY PLAN</b>	<b>3 points behind</b> <b>SEN SUPPORT</b>	<b>4+ points behind</b> <b>SEN SUPPORT &amp; EHC</b>
<b>Core offer</b>	Pre teach and extra rehearsal Additional Adult input – we do Additional language support/unpicking/ experiences Individualised scaffolding resources Use of data to analyse misconception and specific misconceptions to aid accelerated progress (BPVS, WELCOMM, SALT, Squiggle assessments) Offer adjustments to resources such as pencil grips Offer examples of sentence stems Introduce colourful semantics to aid verbalisation of ideas. Social stories to be used to support PSED Ensure the provision offer extra activities focused on prime area to support access to development areas i.e dough disco areas, squiggle areas etc.	Pre teach and extra rehearsal Additional Adult input – we do Additional language support/unpicking/ experiences Individualised scaffolding resources Refer to SALT/ Speak Write support Offer adjustments to resources such as pencil grips Offer examples of sentence stems Introduce colourful semantics to aid verbalisation of ideas. SENDCo made aware in order to monitor intervention progress and support writing of targeted strategy plan Introduce adjusted behaviour ladders Be safe, Be ready, Be respectful personalised visual strips to support behaviour expectations. Intervention Packages such as: Motor Skills United, Squiggle Whilst You Wiggle, VIP education Emotional coaching.	<b>Child added to the SEN register as SEN support</b> Refer to the Early Years Area SENDco team (Nursery) PLP targets set and parents invited into the process Start Assess Plan Do Review process- reduce timings to support evidence gathering SENCo is aware and is to monitor intervention progress and support writing of targeted strategy plan. To aid understanding introduce PECs symbols Review evidence through SEND PPM and SEND Case Studies to ensure provision matches need Refer to outside agencies for support: <ul style="list-style-type: none"> <li>Speech and Language Service and Speakwrite.</li> <li>MHST</li> <li>Paediatrician</li> </ul> Refer to CFLP SEN Hub to discuss provision and evidence gathering <ul style="list-style-type: none"> <li>Capture parent views</li> </ul> Attention Autism Bucket Time to increase interaction skills.  (for concerns that at SEN support are linked around PSED <b>only</b> please consult the SEMH graduated response for support with SEND)	Review APDR process and evidence gathering through SEND PPM & Case studies Refer to EY Forum/SEND HUB to seek further outside agency support Refer to Educational Psychologist Outside agency reports scrutinised and recommendations put into practise and trialled. Capture Parent views Evidence gathered of recommendations in practise.
<b>Responsibility</b>	Class teacher EYFS Lead Leader	Class teacher & EYFS Lead SENDCO informed	Class teacher SENDCo	Class teacher SENDCo
<b>Communication</b>	Telephone call Log on Communication log on Arbor	Intervention/LAP notification letter – attach to Arbor	Meeting with parents SEN Support on Arbor	External agency referral & reports – uploaded to Arbor Recommendations noted on paperwork/ put into practise.



