



**Oak Hill First School
SEND Policy
Including CRST SEND Policy
2025-2026**

“Our children, each and every one of them need to feel loved, cared for and inspired every single day.” Guy Shears
(Exec Principal CRST)

Every teacher is a teacher of SEND and every leader is a
leader of SEND
SEND code of practice 2014

**Part 1
CRST SEND Policy**


**Part 2
Oak Hill First School Appendix
How we teach children with SEND**




**Central Region
Schools Trust**

Founded by the RSA

Special Educational Needs and Disability (SEND) Policy (School)

Recommended by:	Trust Director of SEND
Approved by: (Trust Board/Committee/ Local)	LAGB
Signed:	
Position on the Board:	Chair
Date Approved:	September 2025
Date of next review:	Autumn Term 2026
Policy Tier (Central/ School):	Central

Special Educational Needs and Disability (SEND) Policy

Recommended by:	Trust SEND Lead
Approved by: (Trust Board/Committee/Local)	Trust Board
Signed:	
Position on the Board:	Chair of Trust Board
Date Approved:	October 2025
Date of next review:	Autumn Term 2026
Policy Tier (Central/School):	Central

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1. Introduction

Vision

The Central Region Schools Trust (CRST) vision is to ensure social justice through exceptional schools. A founding principle was that our schools ‘know’ and serve their local community, whilst also recognising that shared knowledge and expertise across our schools makes us all strong in delivering the vision.

Rationale

The Trust is passionate about inclusive education for all and welcomes diversity of culture, religion, and intellectual ability, striving to meet the needs of all pupils from 2 – 18 with a learning difficulty, disability, disadvantage, or special educational needs. The Code of Practice (2015), states that all pupils are entitled to an education that enables them to make progress so that they:

- Achieve their best.
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood whether into employment, further or higher education or training.

The Trust believes that all pupils with a Special Educational Need and Disability (SEND) must have their needs recognised, identified, and assessed, with appropriate and timely intervention put in place.

All staff have due regard to general duties to promote disability equality. The Trust strives to deliver an appropriate curriculum to:

- Provide suitable learning challenges.
- Meet the pupils diverse learning needs.
- Remove the barriers to assessment and learning.

Aims

Our Trust SEND policy aims to:

- Set out how our schools will support and make provision for pupils with SEND. Each school will have their own statutory SEND Information Report setting out their bespoke provision.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND through the Graduated Approach/Local Offer.

2. Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation, including, but not limited to:

- Part 3 of the [Children and Families Act 2014](#)
- [The Special Educational Needs and Disability Regulations 2014](#)
- [Supporting Pupils at school with medical conditions](#)
- [Mental Capacity Act Code of Practice: Protecting the Vulnerable](#)
- [Working Together to Safeguard Children](#)
- [Keeping Children Safe in Education](#)
- [Ofsted Framework](#)
- [The Local Offer](#) for each individual Local Authority in which our pupils reside.
- [SEND Code of Practice 2015](#)
- [Equality Act 2010](#)
- [Academy trust governance guide - Guidance - GOV.UK](#)

3. Definitions

Special Educational Needs (SEN)

A pupil has SEN if they have a learning difficulty or disability that 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.

Disability (D)

Many children and young people who have SEN may have a disability under the Equality Act 2010. “A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”.

Equality of Opportunity

The Trust believes that all pupils should be equally valued in school. Each school will strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe.

The CRST is committed to inclusion and high-quality teaching for all. In all schools the Trust aims to embed a sense of community and belonging, and to offer new opportunities, acceptance and understanding of pupils who have experienced and deal daily with their learning barriers and disabilities. This does not mean that schools will treat all pupils in the same way, but that schools will respond to pupils in a way which takes account of their varied life experiences and needs/learning barriers.

The Trust believes that educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, impairment, attainment, starting point and background.

Each school within the Trust will pay particular attention to the provision for and the achievement of different groups of learners:

- All genders & gender identities (LGBTQ+)
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Pupils who need support to learn English as an additional language (EAL)

- Pupils with special educational needs / LPA (Low prior attainment) / learners who are disabled.
- Pupils encountering mental health / emotional well-being issues.
- Pupils who are gifted and talented.
- Pupils who are entitled to the Pupil Premium: free school meals / Ever 6 and looked after children/asylum seekers.
- Pupils who have long term medical needs; those who are young carers; those who are in families under stress; pregnant schoolgirls and teenage mothers and CIN – Children in Need.
- Pupils who are at risk of disaffection and permanent exclusion and/or becoming a NEET (Not in Education, Employment or Training).

This policy describes the way we want our schools to meet the needs of pupils who experience barriers to their learning, which may relate to sensory or physical impairment, cognition and learning, communication, and interaction difficulties, mental, emotional, or social development, or may relate to factors in their environment, including the learning environment they experience in school.

The Trust recognises that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, social reasons, age, previous experiences at their previous schools and individual maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

4. Roles and responsibilities

The Trust

The Trust has a Director of SEND who oversees the provision and practice within all the schools in the Trust alongside the Executive School Improvement Leader.

The SENDCO

Each school within the Trust has a SENDCO who is a qualified teacher and is suitably qualified to carry out this role. The NPQ SEND Qualification must be completed within three years of taking up the role as SENDCO.

The SENDCO will:

- Work with the Principal and SEND Governor to determine the strategic development of SEND and its provision in the school.
- Have day-to-day responsibility for the operation of the Trust SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health, and Care Plans (EHCP) as outlined in the school's statutory SEND Information Report.
- Provide professional guidance to colleagues and work with staff, parent carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the Graduated Approach/Local Offer to providing SEND support.
- Be part of any suspensions involving a SEND pupil, or as appropriate if identification of need, is required.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority (LA) and any support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Be responsible for writing and reviewing the school's SEND Improvement Plan, alongside the SEND Trust support (Director of SEND).

- Ensure Exam Access Arrangements and requirements (SATS and JCQ for BTEC, GCSE & GCE) are assessed by a Level 7 specialist / assessor and applied for effectively with detailed evidence from teaching staff with regard to assisting and enabling a pupil's normal way of working.

The Role of the Local Academy Governing Board (LAGB)

The Local Academy Governing Board (LAGB) must:

- Co-operate with the local authority in reviewing local SEND provision and in developing the Local Offer.
- Use their best endeavours to ensure that children and young people with SEND receive the support they need.
- Ensure that pupils with SEND engage in the activities of the school alongside those who do not have SEND.
- Inform parents when special educational provision is being made for their child.
- Ensure that arrangements are in place to support pupils with medical conditions.
- Provide access to a broad and balanced curriculum for all pupils.
- Ensure that pupils from Year 8 onwards receive independent and impartial careers guidance.
- Have a clear approach to identifying and responding to SEND and provide an annual report to parents on their child's progress.
- Maintain accurate and up-to-date records of the provision made for pupils with SEND.
- Publish on the school website:
 - The implementation of the governing board's SEND policy (the SEND Information Report).
 - Arrangements for the admission of disabled pupils.
 - Steps taken to prevent disabled pupils from being treated less favourably than others.
 - Facilities to assist access for disabled pupils.
 - The school's accessibility plan.
- Ensure that a qualified teacher is designated as the Special Educational Needs Co-ordinator (SENDCO).
- Determine how resources are allocated to support the progress of pupils with SEND.

The Role of the SEND Link Governor

Each school within the Trust appoints a Link Governor for SEND. Their responsibilities include:

- Raising awareness and promoting accountability for SEND at LAGB meetings.
- Monitoring the quality and effectiveness of SEND provision and reporting findings to the LAGB.
- Working with the Principal and SENDCO to support the strategic development of SEND provision.
- Attending termly briefings and bespoke training delivered by the Trust Director of SEND

Principal

Across the Trust all Principals have a responsibility through Section five of the [Principal's Standards](#) to support all pupils, including those with special educational needs and/or disabilities. They must designate a member of SLT to be responsible for SEND if the SENDCO is not a member of SLT.

The School Leader for SEND will:

- Regularly work with the SENDCO and SEND Governor to determine the strategic development of the SEND provision within the school.
- Have an accurate overview of the SEND profile at the school and the pupils currently on the SEND register.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the local authority to support individual pupils (Element 2 and 3)
- Have clarity of arrangements in place in order to respond to need.
- Ensure that the SENDCO has sufficient time and resources to carry out their strategic role effectively.
- Monitor SEND reviews in liaison with the SENDCO.

- Monitor teaching and learning arrangements made for SEND pupils including the deployment of Achievement Assistants
- Advise the relevant LA when a formal assessment may be necessary or following a EHCP Annual Review

Teachers

Across the Trust all teachers have a responsibility for high quality adaptive teaching through all of the eight [Teachers' Standards](#) to support all pupils, including those with special educational needs and/or disabilities (Standard 5)

They are responsible for:

- Planning and providing high quality teaching that is adjusted and adapted to meet the individual needs of the pupils through a Graduated Approach
- The progress and development of every pupil in their class as directed by any Individual Pupil Learning Plans
- Directing Achievement Assistants, or specialist staff to enable them to plan and assess the impact of their support and interventions. Each teacher should use this information to plan for the next steps for teaching and learning of each individual pupil.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision in line with evidence-based interventions (numerous Education Endowment Foundation documents: [Special Educational Needs in Mainstream Schools](#) | EEF (educationendowmentfoundation.org.uk))
- Ensuring they follow this policy and the school's SEND Information Report.
- Reading Chapter 6 of the SEND Code of Practice 2015

5. Categories of Special Educational Need

Pupils with SEND are categorised under one of the four following areas of need as set out in the SEND Code of Practice (2015).

Cognition and Learning

Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate differentiation, adjustments and/or adaptations. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, dysgraphia, and dyspraxia.

Sensory and/or Physical Needs

Impairments which prevent or hinder pupils from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multisensory impairment, diabetes, epilepsy, and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEND. These conditions can be age-related and can fluctuate over time. A pupil with a disability or medical need is only covered by the definition of SEND if they require special educational provision (additional and/or different provision to their peers relevant to their starting point).

Social, Emotional and Mental Health

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-

harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

Communication and Interaction

Pupils with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language, or social communication at different times of their lives. Pupils with Autistic Spectrum Condition (ASC), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

Neurodiversity

We are seeing an increase in the number of pupils who are Neuro-Diverse.



Neurodiversity refers to the different ways the brain can work and interpret information. It highlights that people naturally think about things differently. We have different interests and motivations and are naturally better at some things and poorer at others.

Most people are neurotypical, meaning that the brain functions and processes information in the way society expects.

This means that some pupils will have needs that do not fit under just one category of need. It is very important that schools identify the underlying, primary need to be able to provide appropriate provision.

A pupil may have a diagnosis of a specific condition that would fit into one of these broad areas of need but if they are not receiving additional to or different from provision they are not classified as SEND.

6. Levels of Support

The level of the support that pupils with SEND require is denoted by the following categories:

SEND Support (K)

These are pupils who are classified as having special educational needs and/or disability. These pupils receive provision which goes above and beyond the mainstream provision and is classified a 'graduated approach'. Pupils on SEND Support do not have a specific funding stream designated specifically to support their needs, but a proportion of the school's notional SEND budget is allocated to support these pupils to make progress.

EHCP (Education and Health Care Plans) (E)

Pupils with an EHCP have complex special educational needs and/or disability. Their provision is bespoke to the child and is classified as an 'individualised' model of support. There is an expectation that a proportion of the school's Notional SEND Budget is allocated to support these pupils. These pupils may receive a designated funding allocation from the High-Level Needs funding block (Element 3) from the local authority to support them in school and to provide bespoke additional educational provision which goes above and beyond mainstream provision. It is important that school leaders are aware that this additional funding within their budget is monitored and spent solely to ensure outcomes for EHCP pupils are met.

SEND/ Inclusion Register

All schools will keep a SEND Register of all pupils who are on SEND Support or who have an EHCP. They may choose to have an additional needs/inclusion register to include SEND plus other groups including those they may be monitoring, those with medical needs, disadvantaged and in receipt of pupil premium, Looked After Children (LAC), those with English as an Additional Language (EAL) and those identified as requiring Access Arrangements.

Graduated Approach

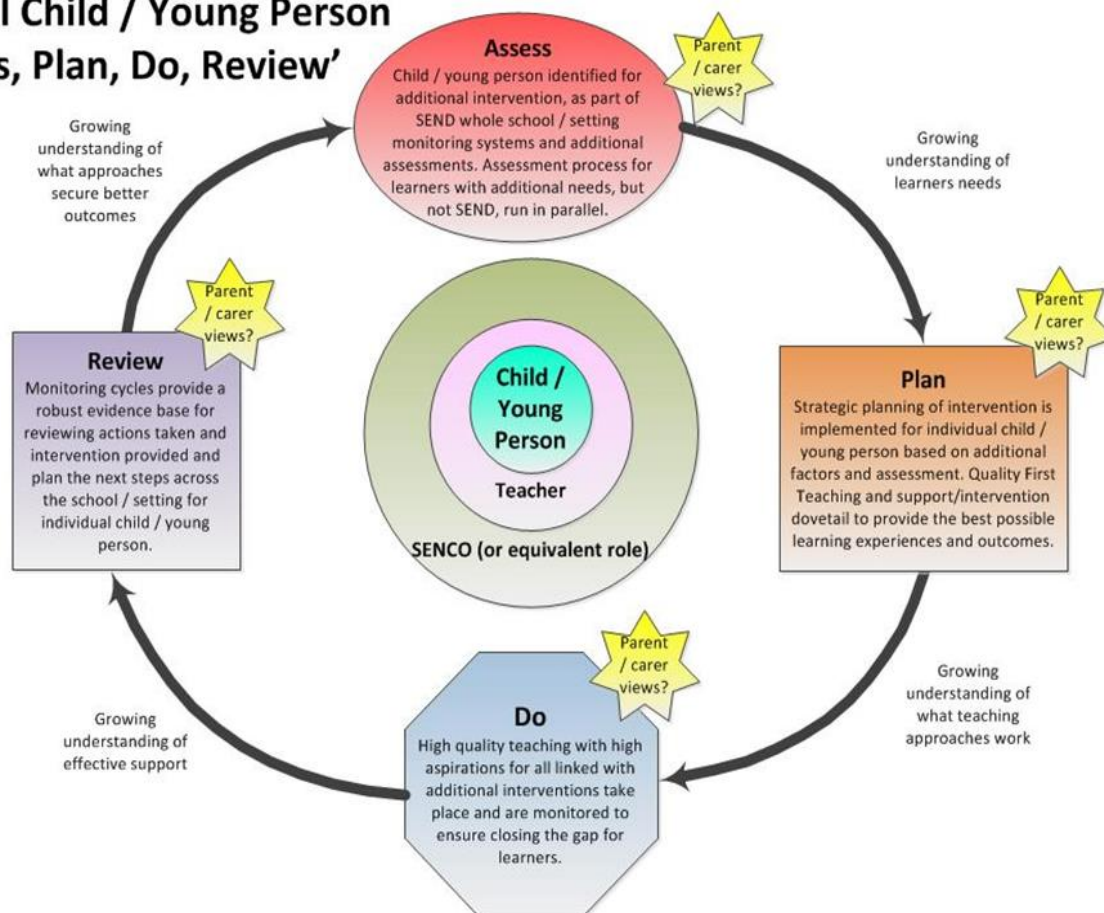
Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Achievement Assistants, or specialist staff. A cyclical four stage process – Assess, Plan, Do Review (CoP 6.44 to 6.56) must be followed by all staff. These evaluations and monitoring arrangements promote an active process of continual review and improvement through the waves / tiers of SEND provision for all pupils.

The 'assess, plan, do, review' cycle can be repeated as many times as needed to help the pupil progress.

Some pupils will show good progress after the first round of support is put in place, but those with more complex needs might benefit from the cycle being repeated several times.

It is important that all evidence of monitoring is kept, in case a pupil requires more complex, significant and/or external specialist input as they progress through the higher levels of waves / tiers of SEND provision that are essential within the Graduated Approach.

Individual Child / Young Person 'Assess, Plan, Do, Review'



Assess (CoP 6.45) Analysis

The first step is to collect the right information and find the right people to be able to plan support. If a pupil isn't making the expected progress, draw on:

- Information from their teachers
- Information from previous educational providers
- The views of the child, young person, and their family
- Any external services or organisations involved.

Plan (CoP 6.49) Intent

During this step teachers, the SENDCO) the pupil and their family should agree on new interventions, support, and the expected outcomes. The agreement should be recorded on the school's systems and explained to all appropriate and relevant staff.

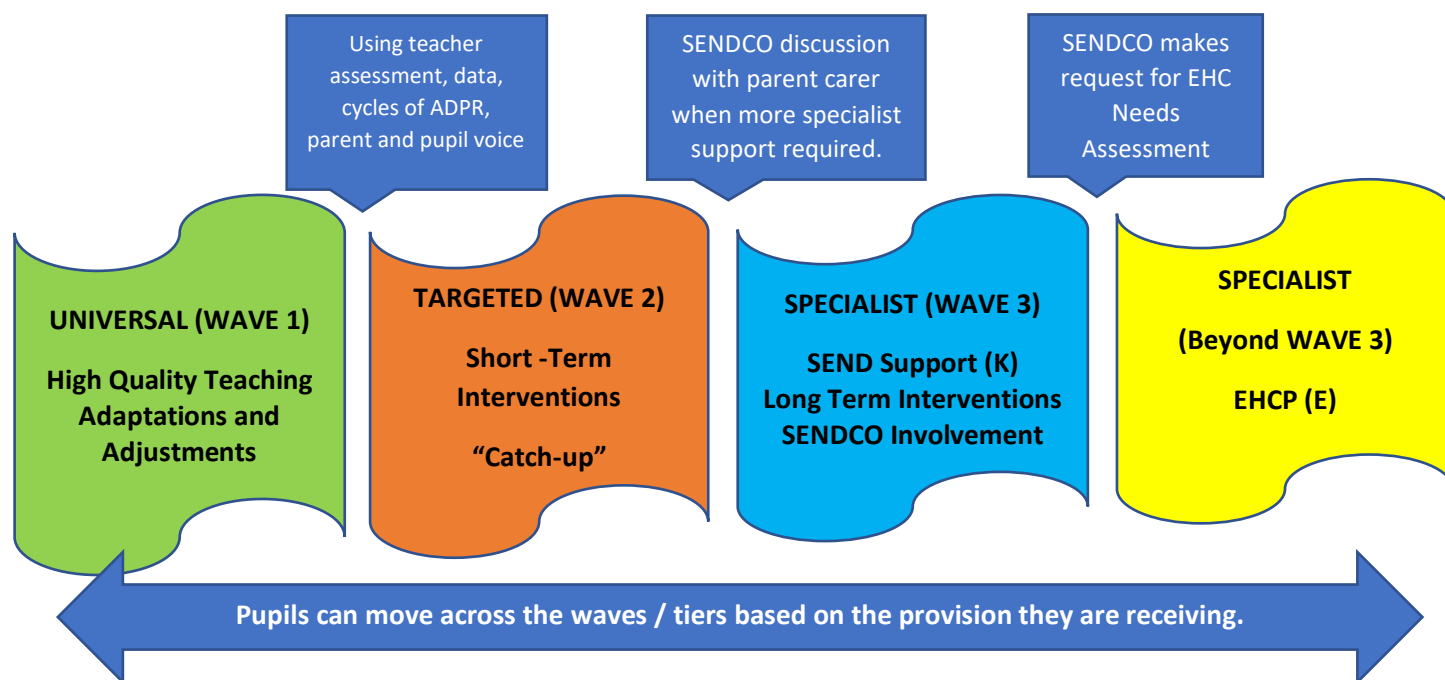
Do (CoP 6.52) Implementation

In this step, the plan is put into practice. The pupil's class or subject teachers are responsible for checking whether the plan is working daily.

Review (CoP) 6.54 Impact

The impact of the plan is reviewed by teachers, the SENDCO, the pupil and their family. Good enough progress may mean SEND support is no longer needed or a further cycle of Graduated Approach is required, or an Education, Health and Care Needs Assessment needs to be requested.

Waves / Tiers of Provision



Individual Provision Passport or similar (IEP)

Within each school's SEND Information Report there should be an explanation of how the school is recording the APDR process. This should include the capturing of pupil and parent carer voice.

7. Inclusive Attendance, Behaviour and Welfare

The Trust has high expectations that all pupils attend school. Within each school there is a supportive programme for behaviour and welfare that considers individual needs.

It is very important that school's monitor the attendance and behaviour of all pupils but make special reference to vulnerable and disadvantaged groups including SEND, and SEND provision within the school supports attendance, specifically relating it to the four areas of need.

Where schools have different support teams (Learning Support, Pastoral, Attendance, Behavioural, Safeguarding) these should work together when considering the Graduated Approach / Waves or tiers of provision required for individual SEND pupils. This will ensure a collaborative Team Around the Child approach.

When serious incidents occur, and a SEND pupil requires a period of suspension the SENDCO should be involved in this process to ensure that all SEND Code of Practice reasonable adjustments have been considered.

All schools should have a trained Senior Mental Health Lead (DfE approved) who will work across the different support teams to ensure that all pupils are able to access appropriate support for their SEMH needs.

8. SEND Information Report

Every school must produce a SEND Information Report that is reviewed annually and updated as and when required. When reviewing this report, it is good practice to seek the views of parent carers, pupils, and other stakeholders.

The SEND Information Report must contain information on:

- The kinds of SEND that are provided for.
- How the school identifies pupils with SEND
- The name and contact details of the SENDCO.
- Arrangements for consulting parents of pupils with SEND and involving them in their child's education.
- Arrangements for consulting pupils with SEND and involving them in their education.
- Arrangements for assessing and reviewing pupil's progress towards outcomes. This should include the opportunities available to work with pupils as part of this assessment and review.
- Arrangements for supporting pupils in moving between phases of education and in preparing for adulthood. As pupils prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living, and participation in society.
- The approach to teaching pupils with SEND
- How adaptations are made to the curriculum and the learning environment of pupils with SEND
- The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured.
- Evaluating the effectiveness of the provision made for pupils with SEND.
- How pupils with SEND are enabled to engage in activities available with pupils in the school who do not have SEND
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying.
- How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils SEND and supporting their families
- arrangements for handling complaints from parents of pupils with SEND about the provision made at the school.

The report should also include:

- The arrangements for the admission of disabled pupils

- The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils.
- The facilities you provide to help disabled pupils to access the school.
- The plan prepared under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan) for:
 - increasing the extent to which disabled pupils can participate in the school's curriculum.
 - improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
 - improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

9. Safeguarding and SEND

Children with special educational needs, disabilities, or health issues (pages 54-55)

201. Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

202. Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the special educational needs coordinator (SENCO) or the named person with oversight for SEND in a college.

203. Schools and colleges should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. Further information can be found in the department's:

- [SEND code of practice: 0 to 25 years - GOV.UK](#) and
- [Supporting pupils with medical conditions at school - GOV.UK](#)

And from specialist organisations such as:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: [Find your local IAS service](#)
- [Learning Disability - Down syndrome - Williams syndrome | Mencap](#) - Represents people with learning disabilities, with specific advice and information for people who work with children and young people
- [Children with special educational needs and disabilities \(SEND\) | NSPCC Learning](#) and [Safeguarding d/Deaf and disabled children and young people | NSPCC Learning](#)



Part 2

Oak Hill First School Appendix

How we teach children with SEND

Our School Aims

Oak Hill first school aims:

- to help children develop a healthy way of living.
- for children to learn in a safe and caring place.
- for children to enjoy school, feel good about their learning and get better at what they know and can do.
- to help children understand how to work and play with others.
- to help our children become good at writing, reading and maths.

We aim to meet the needs of all pupils regardless of intellectual ability, physical, sensory, emotional/behavioural difficulties, gender, social and cultural background, religion or ethnic origins.

Our Vision for SEND

Our commitment to SEND teaching goes beyond compliance; it is deeply rooted in our belief that every child deserves an opportunity to learn and thrive. At Oak Hill, we envision a learning environment that celebrates diversity, fosters inclusion, and ensures every child, whatever their unique abilities, flourishes academically, socially, and emotionally.

We aim to provide a curriculum that reflects the rich tapestry of our community. We are a large, vibrant school with three classes in each year group and a nursery class. Our teaching materials and methodologies will be tailored to accommodate this diversity, ensuring that all students, including those with SEND, can actively engage with and access the curriculum. Adaptive approaches, support and challenge will be embedded in our teaching practices, allowing each child to progress from their starting point, overcoming any barriers to learning.

In embracing this vision for inclusive SEND teaching, we aim to empower every child to reach their potential, fostering a sense of belonging, care, and achievement for all. Together, we will create an educational community that reflects the true spirit of inclusivity and sets the foundation for a lifetime of learning and success.

Identification of SEND

Identifying children with SEND in our school is a crucial process to ensure early intervention and appropriate support. Some children have diagnosed conditions or disabilities and will already be identified as having SEND before they join our school. Other children will have difficulty acquiring new skills, struggle to make expected progress or have delays achieving developmental milestones.

We recognise that children's learning and behaviours may present differently at home and at school. Parent/carers may express concerns about their child's development, behaviour, or learning, prompting further monitoring, assessment and consideration. There are processes (pathways) that we use to make sure a child's and a family's needs can best be met. By sharing information, listening to each other's

experiences and views, school staff can provide resources and signpost families to the most effective source of support. Sometimes this is the SEND route and sometimes it is via our 'Supporting Families' pathway.

If a child does not meet criteria for inclusion on the SEND register and there are still concerns about behaviour, progress or learning at home, support can be provided via the Supporting Families pathway. We will continue to provide an appropriate curriculum, challenge and adaptations for the child, and they may still have some additional support, intervention or catch-up provision at waves 1 and 2 (see above).

The SEND register is a record or list maintained by the SENDCo and school staff, to identify and keep track of students who have been identified as having SEND. The purpose of this is to ensure that the school is aware of the specific needs of each child, enabling appropriate support and interventions to be provided. The register is a dynamic document that is regularly reviewed and updated. As a child's needs evolve or as new information becomes available, the register is adjusted to reflect the current status and requirements of each individual. The information on the SEND register facilitates effective communication and collaboration among teachers, the SENDCo, support staff, and parent/carers. This ensures that everyone involved in the child's education is aware of their specific needs and can work together to provide appropriate support.

Identification of SEND in the early years

Early identification of SEND is the most effective way to help the school meet a child's needs. Some children will have SEND identified before they attend our nursery or reception class, typically notification will be made by health professionals. For some children, their needs will become apparent during their nursery year. In which case, we use the Worcestershire Early Years Inclusion Process to identify SEND.

Further information can be found here: [Early Years Inclusion | Worcestershire County Council](#)

Individual Education Plans:

At the heart of our inclusive approach is the recognition that every child is unique. We will develop Individual Education Plans (IEPs) for children with SEND. These plans will guide our teaching strategies, adjustments, accommodations, and interventions, promoting personalised learning journeys for each child. IEPs bring together the aims and targets for your child. They are the way we plan provision and monitor progress, so that children are supported to overcome barriers to learning.

IEPs are written each term by class teachers with the support of the SENDCo. There is a mid-point review and a final review each term. Parent/carers will be provided with a copy of the IEP for their child and will have opportunities to discuss targets and progress at termly parents' evening meetings with the class teacher. More informal meetings can also take place between these times and class teachers and the SENDCo can be contacted via Dojo to book an appointment. In the first instance, a parent/carer's first point of contact is the class teacher.

Collaborative Partnerships:

Our vision includes fostering strong partnerships among teachers, support staff, parent/carers and external specialists. Through regular communication and collaboration, we aim to create a holistic support network that understands and meets the individual needs of students with SEND. By working together, we aim to provide a seamless and supportive educational experience for every child.

Our Specialists


- We have a named therapist, who works for the Worcestershire Speech and Language Therapy team. They work for a day a week in our school, observing and assessing children with communication and interaction needs and they provide the resources, guidance and individual plans for children. These plans are incorporated into IEPs that form the basis of interventions and adaptations for individual children. They support our Communication Teaching Assistant, who works with groups and individuals across school and provides advice for class teachers and support staff.
- We have an Educational Psychologist (EP). The EPs adopt a range of assessment styles and tools to understand the needs of the child or young person and promote their inclusion in the educational setting as part of the graduated 'assess, plan, do and review' model. Assessment may be via observation, staff/ parent consultation and at times direct assessment with a child or young person. Assessment tools might include classroom observation, standardised assessment or dynamic assessment for example. On occasions we will also have the support of specialist teachers from the Inclusion Support Team in WCF for hearing or visual impairment.
- The Positive Behaviour Team focus on raising achievement of vulnerable learners through reducing barriers to learning, reducing referrals to specialist services & reducing possible exclusion. The team provide outreach for school staff, 'team teach' training for key members of staff and they may observe children in school who have challenging behaviours, providing resources and strategies to support their inclusion.
- The Beacon PRU Outreach Team provide preventative support for pupils with Social Emotional Mental Health (SEMH) needs or displaying signs of dysregulated behaviour. Their aims are to improve the outcomes for vulnerable pupils presenting with SEMH needs and support our school in our mission to prevent suspensions and exclusions. They observe and assess children and provide reports with recommended next steps and strategies, delivered by experienced PRU teachers. They may provide a six-week intervention programme delivered in our school for an individual or group. Some of the workshops that offered are:
 - Co-Regulation Through Play
 - Sense of Self
 - Self-Esteem
 - Managing and Understanding Emotions
 - Communication Skills
 - Sensory Circuits
 - Social Stories for difficult situations
 - Social Integration
 - Lego Therapy
- CRST SEND Consultants provide specialist support in the following areas:
 - SENDCo support – In-school meeting with the SENDCo/ SEND staff to provide advice, guidance and support on any SEND needs/ processes/ paperwork/ systems/ SEND improvement. Bespoke to school – based on area of need.
 - In-house CPD on various aspects of SEND e.g., Autism Awareness, How to support children with Autism in schools, Sensory Processing, High Quality Teaching, ADHD, Moderate Learning Difficulties, Delivering Outstanding Interventions, Providing Outstanding Teaching Assistant Support etc. Training will be bespoke to area of interest and school phase.
 - Autism and SEMH Advice – Observations, advice, teaching and support strategies for individual students, cohort or whole class.
 - 1:1 Pupil Autism Awareness Programme.
 - Sensory Audit – Classroom or full school.
 - Parent/Carer Clinics – To provide specialist support, advice, and guidance for parents.

Assessments and screening tools:

Assessment tools help in identifying the specific needs of a child with SEND. They provide a structured way to evaluate a child's abilities, strengths, and areas where they may require additional support. Ongoing assessments are essential for monitoring the progress of SEND children. They help staff gauge the effectiveness of interventions and make necessary adjustments to support the child's development. Assessment results provide valuable information to communicate with parents about their child's development, strengths, and areas that may require support.

It is important to note that we don't diagnose specific difficulties like dyslexia or autism. These tools enable us to identify difficulties early, so that we can provide appropriate support and make referrals to the appropriate professionals for more specialised input. Some of the assessment and screening tools that we use are:

	<p>A complete toolkit from screening to intervention. WellComm helps us identify and support children in the early years who are experiencing barriers to speech and language development.</p>
	<p>SCERTS® focuses on building competence in Social Communication, Emotional Regulation and Transactional Support and is applicable for children with a wide range of abilities and ages.</p>
	<p>The listening rating scale and approaches in this resource by Jacquie Woodcock and Liz Spooner is used throughout the school to help identify and support children with listening and attention difficulties.</p>
	<p>Sandwell Early Numeracy Test (SENT-R) is used to assess children's ability with numbers and identify specific numeracy skills requiring targeted teaching.</p>
	<p>York Assessment of Reading for Comprehension allows us to closely observe a pupil's reading behaviours, strengths and areas for development.</p>
	<p>We use the Boxall Profile for children who are struggling with SEMH needs or behaviour. The combination of the assessment tool and the graduated approach helps to create a nurturing and supportive environment, ensuring that children's emotional and social wellbeing is addressed effectively.</p>
	<p>This screener enables us to accurately identify children who have phonological difficulties and need additional help to process and use the sounds in spoken language. We may also use an</p>

	articulation screener to identify difficulties that children may have with production of speech.
	The Renfrew language scales can be used to assess children's expressive and receptive language.

The Umbrella Pathway - autism:

The Umbrella Pathway is an assessment and diagnostic pathway which assesses children and young people for Autism. Autism is the name for a range of conditions that affect a person's social interaction, communication and imagination. Autistic people see, hear and feel the world differently to other people. The Umbrella Pathway Team includes; Community Paediatricians, Speech and Language Therapists, Occupational Therapists, Specialist Autism/CCN Teachers and Clinical Psychologists.

The signs of autism vary from one person to another but may include any of the following:

- Difficulties with social communication
- Difficulties with social interaction
- Restrictive and repetitive behaviours
- Repetitive activities and interests since early childhood
- Disturbance of daily functions due to the above
- Other difficulties such as sensory processing and co-ordination difficulties
- Difficulties in learning, information processing and other behaviours may be apparent
- Further information can be found here: [Our Services | Herefordshire and Worcestershire Health and Care NHS Trust \(hacw.nhs.uk\)](https://www.hacw.nhs.uk/our-services)

In order to make a referral to the umbrella pathway, there needs to be evidence that a child experiences significant difficulties in the above areas. We are aware that sometimes, children experience and show these difficulties in the home, but not at school. In these cases, we might ask the speech and language therapist to complete a social communication assessment to contribute to the evidence base. It may be appropriate for support from our Supporting Families pathway to understand the child's behaviour, other environmental factors or parenting from a different perspective.

The ADHD Pathway:

Attention Deficit Hyperactive Disorder (ADHD) is a neurodevelopmental disorder that includes a persistent pattern of inattention, hyperactivity, and impulsivity that is more extreme than is typically observed in children at a similar age of development. This may include:

- Hyperactivity: Difficulties in sitting still, fidgety, agitated and always on the go.
- Inattention: Difficulties in concentrating, being disorganised, being forgetful and often struggling to finish tasks.
- Impulsivity: Speaking out and acting without thinking, interrupting others while talking and difficulty waiting for own turn to talk.

Symptoms of ADHD will be present across multiple environments and settings, such as home and school. Before referral to the ADHD pathway for assessment by the community paediatrician, parents must complete an approved parenting course and implement taught strategies for 10 weeks.

Further information can be found here: [I think my child might have ADHD | Herefordshire and Worcestershire Health and Care NHS Trust \(hacw.nhs.uk\)](https://www.hacw.nhs.uk/i-think-my-child-might-have-adhd)

Inclusive Classroom Practice and Adaptive Teaching:




Adaptive teaching practice is an approach that adjusts to the individual needs and learning styles of students. Instead of using a one-size-fits-all method, adaptive teaching involves tailoring instruction, materials, and support to match the diverse abilities of, and barriers to learning experienced by children:


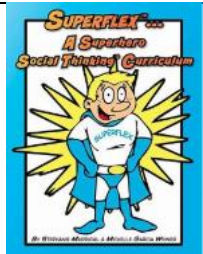
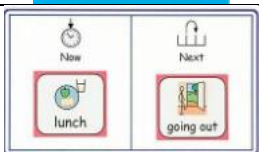
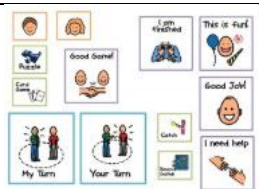
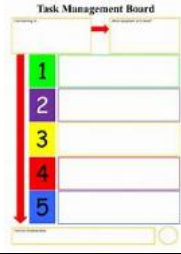
- Children are likely to learn at different rates and to require different levels and types of support from teachers and support staff to succeed.
- Seeking to understand children's differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching;
- Adapting teaching in a responsive way, including by providing targeted support to children who are struggling, is likely to increase their success. However, a well-planned curriculum will reduce the teacher's need to make in the moment adaptations;
- Some children with SEND will require in class adaptive teaching and others will also need targeted support individually or in small groups outside of the classroom;
- It is in very rare cases (children with the most complex needs,) that children need a 1:1 support assistant at all times in school.

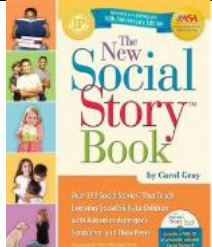

Our teachers receive ongoing professional development in adaptive teaching practices, ensuring they are equipped with the skills to create environments where all children feel valued, respected, and included. Below are some of the adaptations, interventions and resources we use to support children with SEND.

Communication and Interaction:

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives. Pupils with autism are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. We cannot diagnose specific difficulties at Oak Hill but will take advice from specialist services as appropriate.





<p>Wellcomm interventions</p> <p>Teachers screen all the children in the early years using this programme and can assess the child's stage of development. They then use Wellcomm activities to encourage speech, language and communication in the early years. Targets are set for the next steps and activities in class or in small groups to develop their skills.</p>	
<p>Listening and attention</p> <p>We teach four listening rules that require practice and support. Children play games and develop skills in whole class, group and individually to develop the ability to sit still, look at the person who's talking, stay quiet and listen to all of the words.</p>	
<p>Attention bucket and attention builder</p> <p>For children with significant difficulties focusing and engaging in learning, this is an intervention model. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities engage and improve joint attention, shared enjoyment in group activities and adult-led activities.</p>	

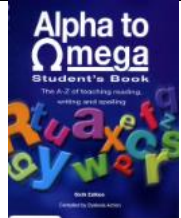
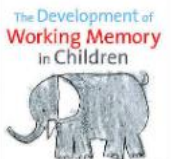
<p>Speech and language groups</p> <p>Our communication TA will often be the member of staff working with individuals and small groups. Teachers and teaching assistants will support children in class to develop the following pre-phonics skills:</p> <ul style="list-style-type: none"> • Listening Skills: The ability to pay attention to and recognise different sounds. • Sound Discrimination: Differentiating between various sounds in the environment. • Oral blending and segmenting: Breaking down words and building words up by listening to and saying the sounds heard in words. • Rhyming Skills: Recognising and producing words that have similar ending sounds. • Syllable Awareness: Understanding the separate parts or beats in a word. • Print Awareness: Recognising and understanding the concept of letters, words, and sentences on a page. 	
<p>Superflex – a social thinking programme</p> <p>The Superflex Social Thinking programme, designed to help children, especially those with social and communication challenges, develop better social skills and flexible thinking. The curriculum introduces the idea of "Superflex," a superhero who represents flexible thinking and expected social behaviours.</p>	
<p>Now / next boards</p> <p>Children with autism and communication difficulties often experience anxiety related to knowing what to do now and what is going to happen next. Using visuals supports children to learn follow instructions, manage changes in routines and structures in lessons, during the day and when moving around school. They are more able to manage transitions between activities and feel calm and focused, developing independence.</p>	
<p>Visual prompts and visual timetables</p> <p>We use visual prompts to supplement our verbal language for many SEND children. All classes have a visual timetable showing the routines of the day. These augmented forms of communication support children to develop understanding, become more independent and more confident communicators.</p>	
<p>Task management boards</p> <p>A task management board is a visual tool used to organise and track tasks, projects, or activities in class. By breaking tasks down into small steps, it supports children to develop motivation, organisation, focus and independence.</p>	
<p>Social stories</p> <p>A social story is a tool used to help children, particularly those with autism or other communication challenges, understand and navigate social situations. It is a short narrative, with pictures written in a clear and concise manner. It typically describes a specific social situation,</p>	

<p>event, or skill. It helps children to understand what to expect and supports them with strategies to reduce anxiety and improve the child's ability to navigate the social context effectively.</p>	
<p>Comic strip conversations Like to social stories, comic strip conversations involve using a series of illustrated panels arranged like a comic strip to represent a conversation or social situation. It can be used to teach children how to manage tricky situations or afterwards, to explain people's thoughts, feelings and behaviours.</p>	

Cognition and Learning:


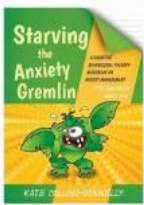

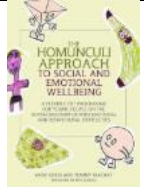
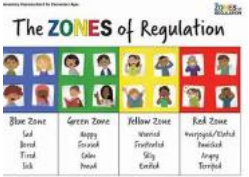
Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate differentiation, adjustments and/or adaptations. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, dysgraphia and dyspraxia. We cannot diagnose specific difficulties at Oak Hill but will take advice from specialist services as appropriate.

<p>Song of sounds</p> <p>This is the phonics scheme used across school. Children who need additional practice to learn how to read and spell words will take part in small group catch up groups.</p>																										
<p>1:1 reading</p> <p>Alongside whole class and group reading lessons in class, children with SEND may also have additional reading practice with a teaching assistant to develop fluency and practice taught skills.</p>																										
<p>Communicate in print – Scaffolding writing</p> <p>We use software called Communicate in print to make visual representations of words. We use these to help children access writing tasks at their level and develop reading, spelling and independence when writing. A child may start by learning to recognise and spell a bank of words, which they then move around and build sentences. These are practiced over time until the child can remember and write the words in order, to write sentences.</p>																										
<p>Colourful semantics</p> <p>This is a language intervention approach designed to help children develop and improve their sentence structure. It uses colours to represent different parts of a sentence, making reading and writing visual and engaging.</p>																										
<p>Precision teaching</p> <p>Precision teaching is used to teach specific skills through repetition so that the child develops fluency. It is adapted along the way, with more skills added as the child makes progress. It emphasises personalised learning and continuous assessment to ensure that individuals achieve mastery in the targeted skills. It can be used to teach word reading, number facts or times tables.</p>	<p>Precision teaching grid for spelling</p> <table border="1"><tr><td>Might</td><td>Bright</td><td>Precise</td><td>Light</td><td>Precision</td></tr><tr><td>Bright</td><td>Light</td><td>Precise</td><td>Precision</td><td>Might</td></tr><tr><td>Precision</td><td>Might</td><td>Light</td><td>Bright</td><td>Precise</td></tr><tr><td>Precise</td><td>Might</td><td>Light</td><td>Bright</td><td>Precision</td></tr><tr><td>Might</td><td>Precision</td><td>Light</td><td>Precise</td><td>Bright</td></tr></table>	Might	Bright	Precise	Light	Precision	Bright	Light	Precise	Precision	Might	Precision	Might	Light	Bright	Precise	Precise	Might	Light	Bright	Precision	Might	Precision	Light	Precise	Bright
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<p>Alpha to Omega</p> <p>This programme is used to structure the teaching of reading, writing and spelling using phonetic and whole word strategies.</p>	
<p>Memory Skills</p> <p>We use a variety of memory skills activities and games to develop children's visual, auditory or sequential working memory.</p>	





Social, Emotional and Mental Health:

Pupils may experience a wide range of social and emotional difficulties which affect them in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or unexpected behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other pupils may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder. We cannot diagnose specific difficulties at Oak Hill but will take advice from specialist services as appropriate.

<p>Meet and greet – key adult</p> <p>Some children need additional 'check ins' at the start of the day or during the day. Having a key adult to talk to about feelings helps children feel a sense of belonging, and this is usually extremely effective in helping them use expected behaviours, feel calm and focus on learning in class.</p>	
<p>Anger, Anxiety and Self esteem</p> <p>For children experiencing difficulties with managing tricky feelings and behaviours in school, we use a range of resources and programmes to teach children to understand and manage their needs, with strategies to keep them calm and focused in school. These will usually be delivered in small groups.</p>	
<p>Sand play therapy, big empathy drawings</p> <p>Therapeutic play – relationship based play and intensive interaction</p> <p>Children with a high level of need may require a series of around 6 sessions to develop specific skills to manage SEMH needs (usually trauma).</p>	
<p>Homunculi</p> <p>This is a CBT (cognitive behaviour therapy) approach for the older children in school who require a specific therapeutic approach to understand and manage tricky feelings and behaviours.</p>	
<p>Self Regulation – Zones of Regulation</p> <p>This is a programme used to teach individual or small groups of children to recognise their feelings and use a toolkit of strategies to be calm, focused and happy in class. It uses coloured zones to help children self-regulate their behaviour and understand the impact of behaviours on themselves and others.</p>	

Physical and Sensory Needs:

Impairments which prevent or hinder pupils from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multisensory impairment, diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEND. These conditions can be age-related and can fluctuate over time. A pupil with a disability or medical need is only covered by the SEND policy if they require special educational provision (additional and/or different provision to their peers relevant to their starting point).

Sensory breaks and sensory wall Some children need a sensory movement break to help them regulate and focus. We have a movement break painting in the library area for this purpose for children with specific, identified needs.	
Adaptions in class In class, some children with specific, identified needs can use adaptions like fiddlers, wobble cushions, therabands, foot rests, writing slopes, ergonomic pencils, laptops and ear defenders. If more specialised equipment is required it will be provided by the professionals involved in the children's SEND plan i.e. Chads Grove Outreach or Occupational Therapy.	
Jimbo Fun Jimbo Fun is a fine motor skills programme designed to help children develop co-ordination and pencil grip, scissor skills, threading etc... A teaching assistant is specifically trained to assess and run this intervention for children with specific, identified needs.	
Smart Moves Smart Moves is a gross motor skills programme designed to help children develop whole body co-ordination which helps children with ball skills, balance, using stairs etc... A teaching assistant is specifically trained to assess and run this intervention for children with specific, identified needs.	

Children with Complex Needs, Appropriate and Modified Provision

Children who have complex SEND needs are those who meet criteria for an EHCP (Education, health care plan – see above). The SENDCo will work in collaboration with parent/carers to make a request to the local authority for an assessment of their child's needs. It may be that, if Oak Hill are able to meet needs, provision is made that is highly modified and appropriate. This provision is highly adapted and a broad and balanced curriculum is planned for the child following aims, targets and recommendations made by specialist providers and/or an EHCP.

There are times when the targets, aims and provision described in an EHCP cannot be met by Oak Hill, and in these cases, the SENDCo and SLT will work with the local authority and parent/carers to support the request for specialist provision in a more appropriate setting.

Attendance, Behaviour and Welfare

Oak Hill First School has high expectations that all pupils attend school. There is a supportive programme for behaviour and welfare that considers individual needs. It is vital that school's monitor the attendance and behaviour of all pupils but make special reference to vulnerable and disadvantaged groups including SEND. The SENDCo, designated safeguarding lead (DSL), attendance officer and senior leaders work

together when considering the Graduated Approach/ Waves of provision required for individual SEND pupils who are not attending school. This will ensure a collaborative approach.

EBSN - Emotionally Based School Non-attendance

We use Inclusive Attendance guidance and the WCF EBSN pathway to support children who struggle to attend school due to SEMH needs

Trauma Informed Practice

The DfE have written this working definition of trauma informed practice:

- Trauma results from an event, series of events, or set of circumstances that is experienced by an individual as harmful or life threatening. While unique to the individual, generally the experience of trauma can cause lasting adverse effects, limiting the ability to function and achieve mental, physical, social, emotional or spiritual well-being.
- Further information can be found here: [Working definition of trauma-informed practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/working-definition-of-trauma-informed-practice)

The SENDCo has completed a diploma in Trauma and mental health informed schools and communities (practitioner status). The SENDCo and our trained Senior Mental Health Lead will work across the different support teams to ensure that all pupils are able to access appropriate support for their SEMH needs. This means that we:

- Work to increase the protective factors and 'safety cues' in the school culture to prevent adverse childhood experiences from becoming long-term mental, physical, and societal health problems;
- Enable staff to think psychologically about pupils in terms of what has happened to them rather than simply why are they behaving this way;
- Educate staff to understand when challenging behaviour and explosive outbursts are likely to be trauma triggers and how to calm children;
- Support staff to relate to children in ways that enable them to move from blocked trust to trust;
- Use accessible language, educate staff with the brain science and psychological research on child mental health problems and their impact on quality of life and learning;
- Educate staff about what children need in their relationships with adults, so they don't suffer misdiagnosis, distress, or additional trauma in the school environment;
- Support staff in ways that prevent them suffering from high levels of stress.

Our behaviour policy is based on a trauma informed, relational approach and can be found on our website. When serious behaviour incidents occur, and a SEND pupil requires a period of suspension the SENDCo is involved in this process to ensure that all SEND Code of Practice reasonable adjustments have been considered. Please refer to our behaviour policy for more information.

Continuous Evaluation and Improvement:

Our vision for SEND teaching is dynamic and responsive to the evolving needs of our children. We commit to regularly evaluating our inclusive practices, seeking feedback from parents, specialists, children, and staff, and making continuous improvements.