



OAKLANDS CATHOLIC SCHOOL **AND** **SIXTH FORM COLLEGE**

With delegated responsibility from the
Edith Stein Catholic Academy Trust

INCLUSION AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

2026-2027

APPROVED BY LOCAL GOVERNING BODY	September 2026
SCRUTINISED BY TEACHING AND LEARNING COMMITTEE	September 2026
DATE LAST REVIEWED	September 2026
MEMBER OF STAFF RESPONSIBLE	Head of School
STATUTORY / NON-STATUTORY	STATUTORY



Community

Unity



Opportunity

Policy Amendments (previous two academic years only)

Version Date	Section / Page	Amendments
September 2026	Throughout	Relevant dates updated Roles and responsibilities updated
	Page 3	Publication of Inclusion Strategy Document
	2.3 / Page 6	New paragraph
	3.1 / Page 6	New paragraph and subsequent renumbering
	3.6 / Page 6	Updated statement for Whole School Inclusion Commitment
	3.7 / Page 7	New paragraph
	6.5 / Page 8	New paragraph
	7.3 / Page 8	New paragraph
	9.2 / Page 9	Additional final sentence
	9.9 / Page 10	Additional final sentence
	9.11 / Page 11 9.12 / Page 11	New paragraphs
	10.9 / Page 12	Additional final sentence
	11.1 / Page 12	Additional sentence regarding responsibility of medical care. Changes/additions to wording in line with above. Reference to Medical Conditions Policy
	11.6 / Page 12	New paragraph
	13.2 / Page 13	New sentence regarding focus of reviews
	15.1 / Page 13 15.7 / Page 14	New paragraph and subsequent renumbering New paragraph
	17.2 / Page 15	Additional bulletin points
September 2025	Throughout	Relevant dates updated
	Page 3	Updated roles
	3.3 / Page 6	Rewording to reflect update to accessible works
	4.3 / Page 7	Addition of recommendation for parents/carers to visit the school before naming in an EHCP
	6.2 / Page 7	Rewording to reflect changes to termly parent review sessions
	9.5 / Page 9	Addition of keyworker provision.
	13.1 / Page 11	Rewording to reflect changes to SEN Support student review process.
	16 / Page 13	Updated Roles and Responsibilities
September 2024		Policy renamed from SEN to SEND
	Throughout	Relevant dates updated
	9.10 / Page 10	Additional paragraph regarding St Christopher's provision
	10.6 / Page 11	Rewording to include SEND Lead Practitioner for Sixth Form Students
	13.1 / Page 12	Termly review meetings for students at SEN Support
	16.0 / Page 14	Staff names updated Addition of St Christopher's Provision Addition of SEND Lead Practitioner for Sixth Form Students

Special Educational Needs (SEN)

This policy has been formulated with regard to the 2015 SEND Code of Practice, The Equality Act 2010, The Children and Families Act 2014 and The Special Educational Needs and Disability Regulations 2014 and current Department for Education guidance. We will review our arrangements in response to any future statutory reforms to the national SEND system.

The school has an Equalities Policy and makes reference to *Reasonable Adjustments for Disabled Pupils Technical Guidance* from the Equality and Human Rights Commission.

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

This policy should be read in conjunction with our **SEN Information Report** (Appendix A).

Our Inclusion Strategy Document will be published in the Autumn term of 2026

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In accordance with the Code of Practice guidelines, a member of the Governing Body has special responsibilities for SEN. The current SEN Governor is **Miss Joanne Webb**.

Catholic Social Teaching

At Oaklands Catholic School we believe in Catholic Social Teaching principles.

The **Option for the Poor** reminds us of God's preferential love for the poorest and most vulnerable people. Our Inclusion and SEND Policy ensures that all students at Oaklands are safe and happy in school and that the most vulnerable students and their families feel the love and support of God through our work as a school.

Bartimaeus was sitting by the roadside begging. When he heard that it was Jesus of Nazareth, he began to shout, "Jesus, Son of David, have mercy on me!" Many rebuked him and told him to be quiet, but he shouted all the more, "Son of David, have mercy on me!" Jesus stopped and said, "Call him." So they called to the blind man, "Cheer up! On your feet! He's calling you." Throwing his cloak aside, he jumped to his feet and came to Jesus. "What do you want me to do for you?" Jesus asked him.

Mark 10:48-51

The **Dignity of the Human Being** applies equally to children as to adults. Every person is made in the image and likeness of God and therefore has an innate dignity. Children are precious gifts entrusted to us by God, as some of the most vulnerable members of society and of families, they are entitled to special protection.

"Special attention must be devoted to the children by developing a profound esteem for their personal dignity, and a great respect and generous concern for their rights. This is true for every child, but it becomes all the more urgent the smaller the child is and the more it is in need of everything, when it is sick, suffering or handicapped."

John Paul II

Apostolic Exhortation Familiarise Consortio, 26: AAS 74 (1982: 111-112)

1.0 Definition Of Special Educational Needs & Disability

1.1 The definition for SEN and for disability in the SEND Code of Practice (2015) states:

1.1.1 Special Educational Needs: *A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or compulsory school age or a young person has a learning difficulty or disability if he or she has a **significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions** (pg 285)*

1.1.2 Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**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**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Long-term is defined as being ‘a year or more’ (pg 16)

1.2 This policy, which incorporates our SEN Information Report, accepts this definition of SEND and details how Oaklands Catholic School and Sixth Form College will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and/or a disability.

2.0 Aims of this Policy

2.1 In accordance with our Mission Statement, we value the abilities and achievements of all our students. We are committed to providing the best possible environment for learning.

2.2 This Policy incorporates our SEN Information Report (which is also published separately on our website) and outlines the commitment and provision in place for all students with additional needs. At Oaklands Catholic School and Sixth Form College we endeavour to:

- make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- reduce barriers to progress by using 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 broad areas of need:*
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- liaise effectively with parents/carers to evidence high levels of confidence and partnership and to request and respond to parent/carers’ and students’ views in order to act in the best interest of all students.
- ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals as necessary to meet the medical needs of pupils.
- 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 vulnerable learners.

2.3 **Our Vision for Inclusion**

At Oaklands Catholic School and Sixth Form College, we are committed to creating an inclusive learning community where every student is valued, respected and empowered to achieve their full potential. We believe that inclusion and high standards go hand in hand and that all learners should experience a sense of belonging, participation and success. We are committed to identifying and removing barriers to learning, promoting equality of opportunity and ensuring that students with SEND have access to a broad, balanced and ambitious curriculum alongside their peers

3.0 **Inclusion and Equality**

3.1 Oaklands Catholic School and Sixth Form College recognises that inclusive mainstream education is the preferred educational pathway for the majority of children and young people with SEND. We are committed to identifying and removing barriers to participation and achievement through effective adaptive teaching, reasonable adjustments and evidence-informed intervention.

3.2 This policy encompasses our views on inclusion which recognises the entitlement of all students to a broad and balanced curriculum and reinforces the need for teaching that is fully inclusive. We recognise that many students can have special needs at some time during their school life. In implementing this policy, we believe students will be supported to overcome their difficulties and reflect our aims for the full inclusion of our students.

3.3 We actively strive to be an inclusive school, engendering a sense of community and belonging through our inclusive ethos, systems of early identification of barriers to learning and participation, and by having high expectations and suitable but aspirational targets for all students.

3.4 As detailed in the school's Equality Policy, some of the school buildings preclude economical or even feasible modification for wheelchair users. The Sixth Form College building and JP11 block have extra wide doors and corridors as well as accessible toilet facilities and a lift to the upper floor. Additional accessible facilities have been installed in Newman Block and Romero Block to improve accessibility around the site was undertaken in 2021 including additional handrails, provision of D handles on doors and seating in the accessible toilet to support changing for PE. We continue to work with outside agencies to identify areas where we can make further reasonable adjustments. Every effort will be made to include students with physical disabilities wherever structures and building constraints allow.

3.5 The Governors' Curriculum Statement demands the provision of a broad and balanced education, which will allow each individual:

- irrespective of gender or ability, to develop talents to the full
- to seek the fullest personal, social, academic and spiritual development of each student, including those with special educational needs, by their full access to, and participation in, the richness of opportunities created within the whole school curriculum and through the guidance of a committed team of staff.
- to maintain a caring, Christian ethos through our commitment to the Oaklands Way, which embraces a calm and peaceful environment in which high standards of care, consideration, tolerance, discipline and politeness reign.
- a spiritually self-motivating climate

3.6 **Whole School Inclusion Commitment**

Every teacher is a teacher of students with SEND. Inclusion is a whole-school responsibility and all staff contribute to positive outcomes for learners with additional needs. Therefore, all staff at Oaklands Catholic School and Sixth Form College share a commitment to the principles outlined within this policy and support any SEN objectives outlined in the School Improvement Plan.

- 3.7 Oaklands recognises neurodiversity as a natural and valuable aspect of human diversity. We are committed to creating a neuro-inclusive environment which supports students who are autistic or who may have ADHD, dyslexia, dyspraxia, dyscalculia, developmental language disorder or other neurodevelopmental differences. We adopt a strengths-based approach to neurodiversity and recognise that neurodevelopmental differences should not automatically be viewed through a deficit model.

4.0 Admission of Students with SENs and Disabilities

- 4.1 Children and young people with SEN have different needs, but the general presumption is that all children with SEND are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will use our best endeavours, in partnership with parents, to deliver the provision required to meet the additional needs of pupils at this school.
- 4.2 For children with an Education Health Care Plan (EHCP), parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- 4.3 Before making the decision to name our school in a child's EHCP, we would recommend parents/carers visit Oaklands to meet with a member of the Learning Support team to discuss needs and provision available. The local authority will also send the governing body a copy of the draft EHCP and then consider their comments very carefully before a final decision on placement is made.
- 4.4 We are willing to consider offering new opportunities to students who may have experienced difficulties previously where it is reasonable to do so. Parents and students may be asked to make agreements as to future conduct and attendance but such an agreement will not be used as a condition of entry.

5.0 Allocation of Resources

- 5.1 Resources are allocated under the direction of the SENCO and may include access to additional adult support where appropriate, provision of accessibility aids as needed to ensure access to the curriculum and differentiated materials to support independent progress.
- 5.2 For all students with an EHCP, Oaklands is required to provide the provision detailed within the plan and this will be undertaken with regular review to ensure resources are appropriately allocated. The SENCO is responsible for ensuring this provision is in place and regularly reviewed.
- 5.3 The Governing Body ensures that reasonable resources are allocated to support appropriate provision for all students requiring it, on a needs-led basis and in accordance with the objectives set out in this policy.

6.0 Parent Partnerships

- 6.1 Partnership between school and parents plays a key role in enabling children and young people with SEND to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. Consequently, all parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their child's education. The SENCO will ensure that parents/carers are informed if a special educational need is suspected and/or additional provision and support is required.

- 6.2 We actively encourage parents to contribute their knowledge and understanding of their child, and to raise any concerns they may have about their child's needs and the provision which is being made for them. Termly review sessions are scheduled for all parents of students with additional needs alongside drop-in sessions in the autumn and summer term for parents of students with EHCP to meet members of the Learning Support team including individual keyworkers, in order to review the provision we can provide. All parents of students at SEN Support will be issued with log in details to our EduKey Provision Map. This will enable them to view, comment and contribute to their child's Individual Learning Plan at any time as well as enable direct communication with our SENCO to discuss issues of provision and support available.
- 6.3 The school promotes close liaison between the Tutor and the parents of all students within a tutor group. The main contact is direct tutor email, which allows for comment and information to reach Tutors directly. Any concerns are then channelled via the pastoral team to the SENCO and/or Head of Year. Tutor email addresses are provided at the start of the academic year and are also included on our Oaklands website. Information on engagement with the Oaklands Way and behaviour in school is also communicated directly with parents and students via Class Charts.
- 6.4 Details of how to contact the Hampshire Independent Parent Partnership Team, are included in the SEN Information Report (Appendix 1) as is information about the parental support team for Portsmouth based families.
- 6.5 Co-Production and partnership working underpins our support for students with SEND. Parents, carers and students will be regarded as equal partners in identifying needs, setting outcomes and reviewing progress. Their views, wishes and aspirations will be central to decision making

7.0 Student Participation

- 7.1 Young people with special educational needs and/or a disability, often have a unique knowledge of their own needs. At Oaklands we encourage students to contribute individually to determine the direction of their learning and personal development. We respect their opinions and consult them regarding any concerns or proposed interventions. Students will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs. Regular review with a LSA keyworker will help to facilitate this process with the student's views being championed by the keyworker and any issues raised with the SENCO.
- 7.2 Students will be supported to identify their own learning style and preference and to develop independent study and life skills that recognises their strengths and qualities. If a student has significant additional needs, an Individual Learning Plan will be prepared in consultation with the student and parent to help teachers understand ways in which the student wishes to be supported in class. Parents are encouraged to contribute to this plan and termly reviews through our online Provision Tracker and/or Parent Review sessions.
- 7.3 Students with SEND will be encouraged to contribute to learning plans, participate in reviews, share views on support and develop self-advocacy skills.

8.0 The role of the SENCO

- 8.1 The SEN Coordinator (SENCO), in collaboration with the Headteacher and governing body, plays a key role in helping to determine the strategic development of the SEN policy and provision in the school to raise the achievement of students with SEN.
- 8.2 The key responsibilities of the SENCO may include:
- overseeing the day-to-day operation of the school's SEN policy
 - liaising with and advising fellow teachers

- Making a contribution to INSET sessions. Part of the SENCO's role in school based INSET is to develop awareness of resources and practical teaching procedures for use with SEN students. At the beginning of each academic year, the SENCO provides a comprehensive briefing on current SEN issues with the emphasis on students with an Educational and Health Care Plan as well as those receiving additional SEN Support.
- Coordinating and collating information and concerns and ensuring clear procedure for raising a concern by both members of staff and parents and ensuring appropriate tracking of progress and record keeping.
- Our SENCO also prepares a weekly bulletin for all staff outlining current SEN issues and any student concerns.
- To allocate resources to support students with EHCPs and at SEN Support to monitor and evaluate their effectiveness. This will include the deployment of teaching and non-teaching staff and appropriate equipment and resources.

9.0 Identification, Assessment, And Provision

- 9.1 At Oaklands Catholic School and Sixth Form College, we have adopted a whole-school approach to SEN policy and practice. Students identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the curriculum and are integrated into all aspects of the school.
- 9.2 The SEN Code of Practice 2015 makes it clear that ***all teachers are teachers of pupils with special educational needs and are responsible and accountable for their progress.*** At Oaklands Catholic School and Sixth Form College, all subject teachers, tutors and Learning Support staff, are responsible for identifying students with SEN and, in collaboration with the SENCO, will ensure that those students requiring different or additional support are identified at an early stage. All curriculum leaders are responsible for monitoring outcomes for students with SEND within their subject areas and contributing to the school's inclusive practice.
- 9.3 All subject departments have a nominated Champion for the Disadvantaged who, as well as championing all vulnerable students including those with SEN, acts as a point of contact to ensure that information is disseminated within the department, SEN students are a key agenda item for all departmental meetings and good practise is shared within the department. Champions liaise regularly with the SENCo so information from each subject is shared and concerns about any child raised.
- 9.4 Students may receive a differentiated curriculum and those who fail to make the expected progress are initially identified by subject teachers and raised with their Head of Department in order that additional strategies can be considered. Any member of staff can also raise concerns/issues with the teacher or SENCO about a child with a potential SEN or other barrier to learning. We involve parents/carers and the young person in question as soon as we feel a student may have a barrier to learning. At this stage, the student is placed on our monitoring register in order to gather data and determine if additional support may be necessary.
- 9.5 Students who fail to make expected progress on the basis of this accumulated evidence and monitoring, are placed on our Additional Needs Register. As part of this process, a clear objective will be set for the student that will include exit criteria to ensure that all parties are clear about how the young person can be removed from the Additional Needs Register. This criteria will include progress against set targets, analysis of standardised scores and feedback from teachers, parents and the young person. This information will be recorded in a Student Plan attached to the student profile on ClassCharts so all subject teachers are aware of the current objective and support needed to achieve the outcome. As part of this review process, a keyworker will be allocated who will meet with the student regularly and also discuss progress with parents. This will help ensure that the plan remains relevant and progress is being made. This information will be shared with the SENCO who will have oversight of progress and provision.

- 9.6 In accordance with the Revised Code of Practice (2015) we adopt a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a student is experiencing. When a young person is identified as having special educational needs, the school will intervene as outlined in our SEN Information Report (Appendix 1). The graduated approach takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes:
- Assess: the subject teacher, Champion and SENCO will clearly analyse a student's needs before identifying a child as needing SEN Support. High quality teaching, differentiated for individual students, is our first step in responding to students who may have SEN. All teachers refer to our Quality First Teaching Strategies to ensure appropriate scaffolding and/or differentiation is in place.
- Plan: parents will be notified wherever it is decided that a student may need to be provided with SEN Support. Following consultation with the parent and the student, the adjustments, interventions and support to be put in place will be agreed, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- Do: the subject teacher will remain responsible for working with the student and managing provision in the classroom. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that student's learning.
- Review: the effectiveness of the support will be reviewed regularly in consultation with parents, the student, subject teacher and SENCO.
- 9.7 The Additional Needs Register is reviewed termly by the SENCO to ensure that provision remains appropriate and that students are correctly identified as having SEN. This process will also include an evaluation of all current provision/intervention programmes to determine the effectiveness of any intervention and identify any additional support that may be required to support individual or whole school needs.
- 9.8 If a child is formally identified as having SEN and they are either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an Education Health Care Plan (EHCP). An application will usually only be made by the school following two full cycles of Assess, Plan, Do, Review covering at least two terms. This will allow us to gather evidence of strategies that have been tried and to obtain external agency support.
- 9.9 The SENCO, in collaboration with subject teachers, closely monitors progress and adapts provision to help students maximise their attainment and make appropriate progress with their basic skills. Provision will be evaluated against measurable outcomes rather than solely intervention attendance.
- 9.10 St Christopher's Provision brings together Pastoral and Learning Support in order to provide a quiet place for students with additional needs, particularly those who are neurodiverse. The provision includes:
- ELSA/Sensory Room that can be used for students who need time to regulate.
 - Pastoral Support Team.
 - Learning Support and EBSA Team.
 - Quiet Learning Room for students who need to work outside of the classroom for a set period
 - Study Centre where all students can come and complete homework before school, break and lunchtime as well as supported after school sessions to help develop basic study skills.
 - Excel – Study room for students at Key Stage 4. Access to revision materials, exam papers and support to develop revision skills.

- 9.11 Graduated Levels of Support Universal Support: High-quality adaptive teaching.
Targeted Support: Individual Learning Plans, interventions and keyworker support.
Specialist Support: EHCP provision, specialist services and personalised programmes.
- 9.12 The school will routinely consider assistive technology as part of universal, targeted and specialist provision. We will utilise assistive technology such as speech-to-text, text-to-speech, digital note-taking and organisational tools to promote independence and curriculum access

10.0 Transition between Key Stages

- 10.1 Key Stage 2 to 3
The SENCO and/or Head of Year 7 visit the main feeder schools during the summer term to obtain transition information and paperwork, and meet the students concerned. The SENCO will also attend the Year 5 and 6 Annual Review of students with an Education Health Care Plan, whenever possible. All schools due to send students to Oaklands are asked to complete a SEN Transfer form as part of the whole school transition programme. SENCOs from our main feeder schools are also invited to termly surgeries at Oaklands in order that transition and good practice can be shared.
- 10.2 For a small group of students, identified by the SENCO in consultation with primary schools, Oaklands operates a series of Transition Group Meetings during the Summer Term. This enables emotionally vulnerable students to establish relationships and develop self-confidence before the main day visit for all prospective new students. They are also provided with a visual transition booklet with photographs of key members of staff and areas of the school that they will access on a regular basis. This transition booklet is also emailed to the SENCOs of all feeder schools so they can share with any student transitioning to Oaklands.
- 10.3 Key Stage 3 to 4
The SENCO will support students and parents in identifying appropriate option choices and in ensuring that assessments of need are undertaken to determine any appropriate exam access arrangement. This will include a consideration of appropriate assistive technology and exam study support. Post-16 and careers advice will also be available in accordance with our Careers Guidance policy.
- 10.4 Key Stage 4 to 5
The SENCO will work closely with the Director of Sixth Form to ensure that all information relating to the academic and social and emotional welfare of the students is passed on to Sixth Form staff. Additional support and access to assistive technology where needed will be provided following consultation with the student, SEN Pastoral Team and Director of Sixth Form.
- 10.5 As part of the admissions process administered by the Director of Sixth Form, external students joining the Sixth Form will be asked to complete a form providing details of any SEN or exam access arrangement. Any information obtained during this process will be passed to the SENCO for inclusion in the Sixth Form Additional Needs and Exam Access Register.
- 10.6 Whilst we aim to support students to become more independent learners, we recognise that some students will need additional support to develop appropriate study skills and the confidence to access support. The SEND Lead practitioner for Sixth Form Students will monitor student participation and progress and refer any concerns to the SENCO in order that SEN Support can be considered.
- 10.7 For those students who do not enter our Sixth Form, the SENCO will liaise closely with local colleges to ensure that appropriate information relating to SEN Support is provided. This will include liaising with the Learning Support team at each of the local colleges to ensure that exam access arrangement information is transferred. Details of any support provided at school is also given in order that colleges can determine the level of support needed at college. Students with SEN will be given additional guidance about college applications and, where needed, can be supported with the application and interview process.

- 10.8 A small number of students with significant needs – as identified by the SENCO – will also access additional work experience and supported college taster sessions to support transition to college and adulthood.
- 10.9 Preparation for Adulthood Support planning will consider employment, further education, independent living, community participation and health and wellbeing. Preparation for adulthood principles will be embedded across the curriculum and wider school experience, focusing on employment, independent living, community participation and healthy adulthood.

11.0 Supporting Students at School with Medical Conditions

- 11.1 We recognise that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Continuing medical care remains the responsibility of the Integrated Care Board (ICB) at all times; there is not a lawful framework for schools and staff to be commissioned to undertake this in on their behalf. *Supporting Pupils at School with Medical Conditions* (DfE Guidance) references the duty to *make arrangements*, which is a co-operative requirement to enable services to be provided by the ICB. This should not be conflated with making provision. Some children with medical conditions may be disabled and where this is the case, the school will consider its duties under the Equality Act 2010. If this is the case, an Individual Health Care Plan will be prepared, with suitable clinical input, to help minimise the impact on learning of any medical need on access to school life. These plans will be reviewed termly to ensure appropriate support is in place.
- 11.2 Some students may also have special educational needs (SEN) and may have an Education, Health Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision.
- 11.3 Our Health and Safety Policy incorporates the procedures in place to support students with medical conditions as well as the safe administration of medicines. Student Services undertake the implementation and monitoring of all medical procedures and medicines.
- 11.4 The school recognises the close relationship between SEND and emotional wellbeing and will provide early intervention and coordinated support where appropriate
- 11.5 Early intervention, family partnership, keyworker support and reasonable adjustments will be used to support students experiencing emotionally based school avoidance.
- 11.6 Attendance support for students with SEND will be personalised and may involve reasonable adjustments, partnership working with families and targeted intervention where Emotionally Based School Avoidance is identified.

12.0 English as an Additional Language

- 12.1 Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.
- 12.2 Although not defined as SEN, Oaklands will ensure that particular care is applied to students whose first language is not English. A trained Learning Support Assistant has specific responsibility for overseeing provision of all students with English as an Additional Language (EAL) and, in collaboration with teachers, will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

13.0 Review Meetings

- 13.1 Review meetings are held termly for all students on the Additional Needs register at SEN Support. Parents/carers and students will be contacted by an allocated keyworker to discuss progress, current provision and determine the focus for support. These sessions are usually scheduled for a telephone call but could also form part of an in-person meeting. Where appropriate, external agency representatives, subject teachers or members of the pastoral team may also be invited to attend/contribute.
- 13.2 EHCPs will be reviewed at least annually by the SENCO in consultation with the parents, the student and the Local Authority. Reviews will focus on progress towards long-term outcomes and preparation for adulthood outcomes where appropriate. This review will consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified. The annual review will focus on what the student has achieved as well as on difficulties that need to be resolved with the aim being to:
- Assess the student's progress in relation to the annual targets and expected outcomes.
 - Review the provision made for the student in the context of the curriculum and levels of attainment in basic literacy/ numeracy and life skills
 - Consider the appropriateness of the existing EHCP in relation to the student's performance during the year, and whether to cease, continue, or amend it.
 - Set new objectives for the coming year
- 13.3 With due regard for the time limits set out in the Code, the SENCO will write a report summarising the annual review meeting and send it, with any supporting documentation, to the Local Authority and parents. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease the EHCP.

14.0 Record-Keeping

- 14.1 Oaklands will record the steps taken to meet students' individual needs. The SENCO will maintain the records of any intervention and ensure these are stored with the main student records as well as electronically as part of our provision mapping software.
- 14.2 Oaklands complies with General Data Protection Regulations (GDPR) – March 2018 and makes use of the DfE's Data Protection: a toolkit for schools (April 2018) as guidance.
- 14.3 All staff have received GDPR training and are aware of confidentiality requirements with regard information about students and their families.
- 14.4 The SENCO understands that elements of SEN data are incredibly sensitive and it is the school's policy to treat this with the same 'high status' as 'Special Category Personal Data' set out in our GDPR Policy.

15.0 Training

- 15.1 Training priorities will reflect emerging local and national SEND needs, including autism, ADHD, literacy difficulties, speech and language needs, sensory differences, SEMH and trauma-informed practice.
- 15.2 All staff are encouraged to attend courses that help them to acquire the skills needed to work with students with SEN including regular whole school INSET focusing on specific learning difficulties and hidden disabilities as well as safeguarding children. We recognise that students with SEN and/or disabilities may be more at risk due to their increased vulnerability.

- 15.3 All members of the Learning Support Department are encouraged to complete training courses which meet the criteria of the school and department Development Plans and reflect the targets outlined in Professional Development interviews.
- 15.4 SEN Support is an agenda item on all departmental meetings across the school and all departments have a dedicated 'Champion of the Disadvantaged' in order to share good practice and identify potential training needs.
- 15.5 Whole school awareness and training is addressed through dedicated INSET time and the SENCO attending departmental meetings when requested. The weekly SEN bulletin also provides additional strategies and guidance concerning individual students. All staff are actively encouraged to complete modules to support ongoing awareness of SEND needs and CPD sessions are scheduled each year to ensure a robust training and support programme for all members of staff.
- 15.6 The SENCO contributes to the support and training for new and trainee teachers. Training materials and support documents are available for all staff to access on the school network.
- 15.7 Oaklands will work to develop a confident and skills workforce through ongoing professional development and evidence-informed practice.

16.0 Roles and Responsibilities

Special Educational Needs (SENCO) and Learning Support Coordinator	Mrs Tracey Rowsell
Deputy SENCO	Mrs Chloe Gorman
Second in SEN Department	Mrs Danielle Newbiggin
Assistant to the SENCO	Mrs Julia Sullivan
Emotional Literacy Pastoral Support Assistant	Mrs Mel Wearn
St Christopher's Provision	Mrs Tracey Rowsell Mrs Julia Sullivan Mrs Rebecca Clark Miss Ella Langley
Head of School	Mrs Amy Bonnington
Safeguarding and Welfare Manager	Mrs Jane Standen
Attendance and Alternative Provision Manager	Mrs Miriam Cope
Behaviour Manager	Mrs Nicola Cunningham
Designated Teacher for Looked After Children	Mrs Miriam Cope
Designated Safeguarding Lead (DSL)	Mr Brian Bennett
Medical Conditions & Implementation of Medicines	Student Services Mrs Debbie Bayliss
Director of Sixth Form	Mr David Godwin
SEND Lead Practitioner for Sixth Form	Dr Rachel Colvin

17.0 Evaluating the Success of our SEN Policy

- 17.1 The Governing Body will report annually on the success of the policy and ensure that the SEN Information Report is reviewed to ensure it accurately reflects practice throughout the school and college. As required by Children and Families Act 2014 (SEN Code of Practice 2015), in doing so we will also seek and consider the views of teachers, parents and students.

In order to do this, Governors will receive annual information regarding:

- Attainment and progress
- Attendance
- Suspension and exclusion
- Participation in wider school life
- Destinations and transition outcomes
- Parental feedback
- Student voice.

- 17.2 Student progress will provide primary evidence for the success of the SEN and Inclusion policy and this will be analysed carefully through:

- Consideration of each student's success in meeting targets
- Use of standardised tests
- Evidence generated from SEN review meetings
- The maintenance of accurate, up-to-date records by the SENCO and other staff
- Evidence from monitoring classroom practice by the school's senior management and SENCO.
- The analysis of student tracking data and test results, for individuals and groups of students.
- Value-added data for students on the school's SEN Monitoring File.
- The monitoring of procedures and practice by the designated SEN Governor.
- School self-evaluation.
- Evidence from OFSTED inspector reports
- Student sense of belonging
- Participation in enrichment activities
- Student well-being outcomes
- Student voice evidence
- Family engagement

- 17.3 Evaluation will include attainment, attendance, participation, wellbeing, student voice, parental feedback and successful transitions

18.0 Complaints Procedure

- 18.1 Formal complaints relating to the provision made for students will be received and considered with reference to the procedures set out by the Governors in their "Curriculum Complaints Arrangements" as published in the Prospectus for Parents, and with reference to the procedures as set out in the SEN Information Report.
- 18.2 In some instances, parents may find it helpful to seek advice from the Local Authority's Parent Partnership Officer or an Independent Parent Supporter. Alternatively, Oaklands' Safeguarding and Well-being Manager can offer support and guidance. Contact details can be found in the SEN Information Report (Appendix 1).

19.0. Concluding Statement

- 19.1 The arrangements outlined in this policy are made to ensure that students with special educational needs and disabilities receive the necessary level and mode of support to provide full access to the curriculum, including the wider curriculum, and to ensure that appropriate progress is made. In line with the SEN Code of Practice 2015 and the Equality Act 2010, it is the responsibility of all staff to ensure that it is implemented.
- 19.2 Our SEN and Inclusion policy is also supported by our School Equality Policy, Medical Conditions and Administration of Medicines Policy, Behaviour Policy, Anti-bullying Policy and SEN Information Report [Policies - Oaklands Catholic School and Sixth Form College](#).
- 19.3 *We welcome the views of all parents/carers on the content of our SEN Policy and our SEN Information Report. If you would like to be involved in shaping SEN provision and helping to determine any future revisions to this policy please contact our SENCO.*