



Oldbury Wells

Oldbury Wells School Special Educational Needs And Disabilities Policy

September 2026

Special Educational Needs and Disability (SEND) Policy

This policy is in line with our Equality Statement and Accessibility Plan - it aims to support inclusion for all our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo). The Governing Body, Headteacher and the SENCo will work together closely to ensure that this policy is working effectively.

High-quality teaching is that adapted to meet the needs of most students. Some students will need something additional or adaptation to what is provided for most students; this is special educational provision, and we will use our best endeavours to ensure that provision is made for those who need it.

Oldbury Wells School will do its best to ensure that the necessary provision is made for any students who have special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those students who have special educational needs or disabilities to allow students with SEND to join in the activities of the school.

The staff and governors of Oldbury Wells School will also work to ensure that all SEND students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND students. With this as an underlying principle, we believe that:

All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from teaching assistants or specialist staff.

Teaching and supporting students with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of students with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, students, children's services and all other agencies.

Oldbury Wells School SEND Rationale

At Oldbury Wells School, our mission is to ensure that all young people flourish and achieve future success by realising their full potential. Central to this mission is our commitment to inclusive practice, where every learner is recognised, valued, and every child receives the support they need.

Students with Special Educational Needs and Disabilities (SEND)

Students have a Special Educational Need or Disability if they **need support** in or **have difficulty in accessing the curriculum** that is **in addition to, or different from, other students of their age**. This can be a temporary or long-term issue. Support is in the context of a students' individual needs, and in liaison with parents, carers, and other professional organisations. **SEND is investigated when the provision required to access learning is outside of ordinary available provision.**

What types of SEND are provided for at Oldbury Wells School?

Under the SEND Code of Practice 2014, students identified as having a Special Educational Need (SEN) will be considered within one or more of the following categories of need. The four areas of Special Educational Needs and Disabilities (SEND) are:

Area of Need	Examples
Communication and Interaction	Autism Spectrum Disorder (ASD) Speech and Language Difficulties
Cognition and Learning	Specific Learning Difficulties (Dyslexia, Dyspraxia, Dyscalculia) Moderate Learning Difficulties
Social, Emotional and Mental Health	Attention Deficit Hyperactivity Disorder (ADHD)
Sensory and Physical Needs	Hearing Impairment Visual Impairment Sensory Processing Disorder

How is teaching adapted to meet the needs of SEND students?

Teachers are responsible for the progress and attainment of the students in their class through providing 'Quality First Teaching' promoting our ethos of inclusion.

This means that providing an appropriate curriculum, testing knowledge, and measuring progress needs to be appropriate for each pupil.

Teachers are responsible for implementing adaptive strategies and resources as guided by individual learning plans and pupil passports. Planning and teaching will be adapted daily if needed to meet SEND students learning needs.

Teachers will work closely with any teaching assistant or specialist staff to plan and assess the impact of support strategies and how they can be linked to classroom teaching.

Continuing Professional Development (CPD) for Special Educational Needs

- The SENCO and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of students with SEN – a programme covering a variety of SEN is undertaken
- The progress of all students including those with SEND is a core aspect of the planning and monitoring process allowing staff to meet individual student needs as necessary
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed

- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. hearing impairment)

How are SEND needs identified?

Oldbury Wells School will use information from a range of sources to help identify young people with SEN. These could include:

- Parents/carers information shared with the school
- Transition information from their previous setting- often, a primary school will have already identified SEND needs and share this information before and during transition.
- Whole school baseline testing
- Subject specific testing
- Staff feedback
- External Agency Professional

Our class teachers, form tutors and Heads of Year closely monitor the progress and attainment of all children, including those with SEN. They identify those whose progress:

- Is significantly slower than that of their peers when starting from the same baseline.
- Fails to match the child's previous rate of progress.

Slow progress and low attainment will not automatically mean your child is recorded as having a special educational need.

If a concern is raised about an unmet need, we will begin to investigate by building a profile of need which could include student observations, feedback from staff, pupil voice or screening.

Oldbury Wells School identify the barriers the child might be experiencing & the layers of support that can be put in place. As a school we feel it is important to focus on removing the barriers & making the support the focus, not giving a child a label. No staff member within the school can make a formal diagnosis. Any diagnosis made must be through an appropriately trained and qualified professional.

All children identified with special educational needs and therefore require intervention outside of **ordinary available provision** are placed on the 'Special Educational Needs Register' which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and to support learning activities.

Once we understand the needs of the young person, we can identify appropriate support following the **Graduated Support Approach**.

How do we support students with SEND?

Where a student requires additional support due to a special educational need or disability, Oldbury Wells School provides a range of responses depending on the type of need and the level of support required. Our primary method of meeting need is through high-quality, adaptive teaching within the classroom.

Teachers adapt their practice in many ways to ensure that learning is accessible for all pupils.

To ensure staff are confident in meeting a wide range of needs, teachers and teaching assistants receive regular, ongoing training. This training focuses on understanding different types of SEND, implementing effective strategies, and ensuring that provision remains responsive and inclusive.

We can also provide the following

- Effective interventions for students with additional needs.
- A supportive transition from KS2 and into KS4.
- Support for students suffering with anxieties, social, emotional, and mental health needs.
- An intervention room where students to access support where appropriate.
- Key adults for students with EHCPs.
- Communication with outside agencies and parents to ensure the best outcomes for students.

We provide **additional support in class** where it is **specified on an EHCP**. Only in exceptional circumstances will a student be allocated a full time 1:1 TA usually the needs include complex medical or physical needs, and this will be decided in conjunction with parents/carers and the local authority.

Teaching assistants will predominantly support pupils within the classroom setting or in small groups but will also carry out interventions as directed by the SENCO, sometimes in liaison with Heads of Departments or other agencies.

Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Shropshire Local Authority SEND Team
- Educational Psychologist Services
- Bee-U
- Virtual School Shropshire
- Occupational Therapy Services
- Sensory Inclusion Service
- MSHT
- Speech and Language Therapy (SALT)
- Specialist nursing and medical teams
- Alternative Provision
- School Counsellor
- School Nurse
- Outshine
- Early Help

Actions relating to SEND support will follow an assess, plan, do and review model:



1. Assess:

Data on your child held by the school will be collated by the class/subject teacher/SENCo to make an accurate assessment of your child's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

2. Plan:

If a review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents/carers and the child will be obtained and appropriate evidence-based interventions identified, recorded, and implemented by the class/subject teacher with advice from the SENCo.

3. Do:

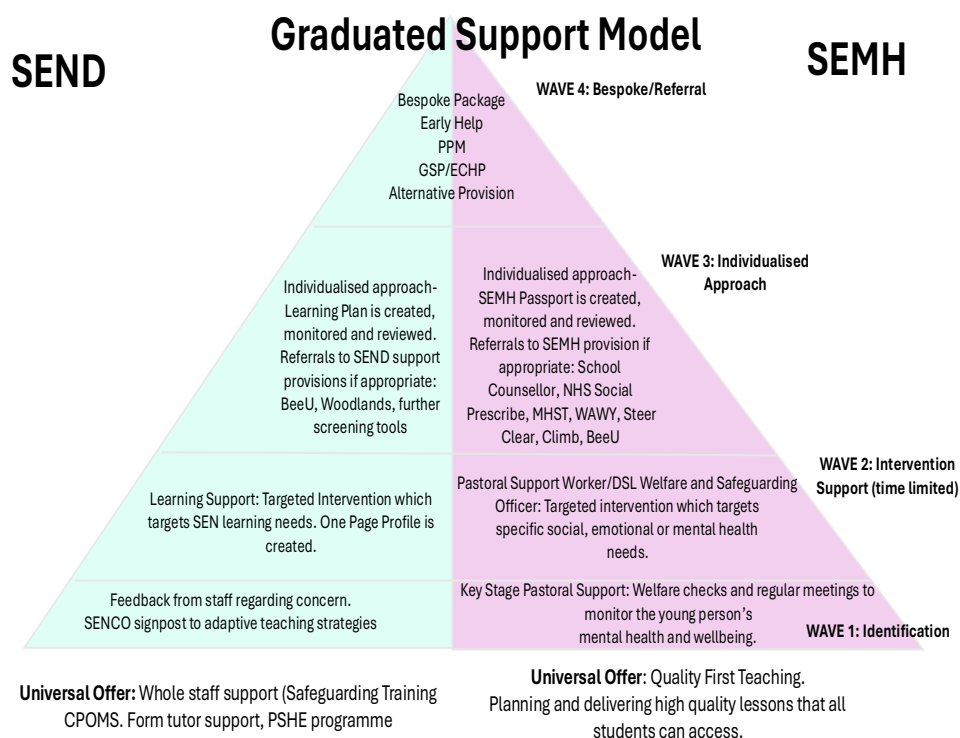
SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets that consider parents' aspirations for the child. Parents and the child will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded, and a date made for reviewing attainment.

4. Review:

Progress towards these outcomes will be tracked and reviewed termly with the parents and the child.

How do we identify SEND?

OWS support offer follows the graduated response:



The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

All students' attainment and achievements are monitored by their teacher who is required to provide high-quality teaching and learning opportunities differentiated for individual students. Where a student is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.

Adequate progress could:

- Be similar to that of peers
- Match or better the students' previous rate of progress
- Close the attainment gap between the student and their peers
- Prevent the attainment gap growing wider.

Where students continue to make inadequate progress, despite support and high-quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENCo) to assess if a student has a significant learning difficulty and agree appropriate support.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the student's parents/carers. When considering whether a student has a Special Educational Need many of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum
- Has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class groups, despite having an individualised behaviour support programme
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Exit Criteria

When a student has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and adaptive teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the student will be removed from the schools SEN register.

How does Oldbury Wells School support SEND students during transition?

When a SEND student is moving from a primary provision to our school (KS2-KS3):

- We will contact the SENCO at the primary provision and arrange a visit to observe a student at work and talk to teachers and additional support about them.
- We will arrange opportunities for SEND students to attend Oldbury Wells School to familiarise themselves with their new surroundings, meet staff and existing students.
- We will request that we receive all up-to-date records.
- We will work with the primary setting and families to complete a student passport with the student for us to prepare for the transition to our school.

When moving between key stages in the school (KS3-KS4):

- All SEND students will receive targeted support for further education/employment.
- School careers advisers will work with students to identify their most appropriate career pathway and how their aspirations can be achieved.
- For students with an EHCP where possible we will arrange for a student to visit their new education or employment setting to support them in making informed choices about their next steps and a successful transition into early adulthood.

Resources

Allocation of Resources

- Resources are allocated to support children with identified needs as identified previously.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the student are purchased as required.

Funding

Funding for SEN in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their students with SEN from their SEN budget. Where a student requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Additional Resource from the LA.

The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authority's high needs block into the schools budget.

Supporting Students and Families

At Oldbury Wells School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and Oldbury Wells related decision-making process about special educational provision.

What should I do if I have a concern around SEND?

- If you have concerns about your child's progress, you should speak to your child's form tutor initially.
- If you are not satisfied that the concerns are being managed and that your child is still not making progress, you should speak to the SENCO.
- Additionally for SEN students meetings are offered to review progress and develop next steps plans.
- Students with an EHCP will have an annual review.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including IASS (Parent Partnership), BEAM, Autism West Midlands. These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Shropshire Council website: [The SEND local offer | Shropshire Council](#)

This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Roles and Responsibilities

Headteacher: Mr Adam Walker

Deputy Headteacher (Quality of Education): Mr Tom Williams

SENCO: Miss Catherine Morgan Catherine.morgan@oldburywells.com

Governor responsible for SEN: Mr Andrew Oliver

Provision for students with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Headteacher and SENCo, all members of staff have important responsibilities.

Governing Body

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.
- Ensure that children and young people with SEN engage in the activities of the school alongside students who do not have SEN.
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator or SENCO.
- Inform parents/carers when they are making special educational provision for a child.
- Prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCo and the Governor with responsibility for SEND.

The SENCO

In collaboration with the Headteacher and Governing Body, the SENCo determines the strategic development of the SEND policy and provision with the aim of raising the achievement of students with SEND.

The SENCO takes day-to-day responsibility for the operation of the SEND policy and coordinates the provision for individual children, working closely with staff, parents/carers and external agencies.

The SENCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of students' achievements and setting targets, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The responsibilities for the SENCo include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND students and reporting on progress.
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Monitoring relevant SEN CPD for all staff.
- Overseeing the records of all children with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for students with SEND.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.

- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the student's needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENCo on planning, on student response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Who can I contact if I have a complaint?

If you have a complaint about a SEN arrangement, then please contact the SENCo, using the details above.

If your complaint is not related to a Special Educational Need then please see the School's Complaint Policy, the School's complaints procedure is available on our school website.

If you have a complaint about the SENCo contact the Headteacher.