



## **Background**

Oxted School is committed to providing an inclusive education for all students. We believe that every child has the right to achieve their full potential, regardless of their special educational needs or disabilities (SEND). This report outlines how we identify, assess, and support students with SEND in line with the SEND Code of Practice (2015), and how we work with families, external agencies, and staff to ensure the best possible outcomes.

Oxted School is a mainstream, inclusive school that complies with the requirements outlined in the Special Educational Needs Code of Practice (2015). We make reasonable adjustments to our practices in line with the Equality Act (2010).

Our school currently provides for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties
- Moderate learning difficulties

## **The Inclusion Team**

- Paula Waller – Assistant Principal, Inclusion
- Sarah Keay – Head of VI Centre
- Ana Rose – Deputy SENCo
- Diane Barnes – Deputy SENCo

## **SEND Register**

The SEND Register is a list of students in school who have been identified as having special educational needs or disabilities and may need extra support. Being on the register means teachers are aware of your child's needs and can use strategies to help them learn and make progress.

The register is 'fluid' meaning that once a child has made adequate progress or no longer requires additional support, they can be removed from the register. All educational institutions that are subject to the SEND Code of Practice and are required to use their 'best endeavours' to ensure that students are not disadvantaged by their SEN or disability.

We will adopt a graduated approach to education, implementing an 'assess, plan, do, review' cycle to monitor children's development. If it becomes apparent that an individual is not making the expected progress, then we may make educational provision which is additional to, or otherwise different from, that for others of the same age.

Where necessary this can include bringing in external help, for example by having an outside therapist come into the school on particular days to work with an individual or assigning additional support a child for some time in the classroom. All children on the SEND Register will have a student profile created for them which enables the 'APDR' process to develop each term.



We work closely with a variety of outside agencies including the Educational Psychologist (EP) who offers advice for specific children and the barriers to learning. They also deliver specific tests to further our understanding of a child's cognitive skills.

The STIP Team (Specialist Team for Inclusive Practice) are also regular visitors to the school and again provide specific guidance, targets and resources to further support the learners in the classroom.

### **SEND Provision at Oxted School**

The school follows the graduated approach: assess, plan, do, review.

We have a dedicated Inclusion Management Team (IMT) who lead on early intervention, triage, and monitoring.

Support is delivered through:

- **Quality First Teaching (Wave 1)**
  - Support for students with SEND starts in the classroom - this is known as Ordinarily Available Provision, in line with the SEND Code of Practice 2015
  - All teachers are made aware of individual student needs and can adapt their classroom and teaching to meet those needs
  - Additional clubs for students with SEND needs at break times
- **Targeted small-group and individual interventions (Wave 2)**
  - Students have a Progress Mentor to check-in on them and liaise with teachers
  - Our team run 1:1 or small group interventions out of the classroom for identified students (these may be short-term or long-term)
  - Support in form time or break times may also be offered
- **Specialist support (Wave 3)**
  - We work with external agencies to support students
  - We may begin to discuss whether an EHCP is required

### **Identifying students with SEN and assessing their needs**

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

- Transition information is gathered from primary schools, parents, and professionals
- Baseline assessments are conducted at entry (including Language Link, Lucid reading, spelling, and writing)
- Teachers raise concerns through the Referral to Inclusion process
- Diagnostic assessments (e.g., dyslexia screener) are carried out when required
- Where appropriate, referrals are made to external agencies (e.g., Educational Psychology, Speech and Language Therapy)



We have regular monitoring in place that tracks the progress our learners make in all areas of the curriculum. Subject teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

Slow progress and low attainment will not automatically mean a student is recorded as having SEN. Oxted staff raise any concerns identified through our [inclusionhelpdesk@oxted.thpt.org.uk](mailto:inclusionhelpdesk@oxted.thpt.org.uk). In line with our school's graduated response to meeting learner's needs, the Inclusion meet to discuss engagement, progress and attainment of learners to agree the necessary support pathway needed.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Support in the Classroom**

Wave 1 Quality First Teaching is the foundation of SEND provision. All staff are trained to adapt teaching and use strategies such as scaffolding, visual support, and structured routines.

Students with SEND may receive:

- In-class support
- Small-group or 1:1 intervention for literacy, numeracy, social skills, and emotional regulation
- Access to assistive technology and adapted resources
- Exam access arrangements (e.g., extra time, readers, scribes, rest breaks)

### **Consulting and involving students and parents**

We will have an early discussion with the students and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the students' record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEN support.

Parents/carers are encouraged to speak to their child's tutor and year team about any concerns they have. They are also able to contact the SENCo in school or by email to raise any concerns



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they may have about how their child's additional needs are being met in school. Paula Waller, SENCO, can be contacted by emailing to [inclusionhelpdesk@oxted.thpt.org.uk](mailto:inclusionhelpdesk@oxted.thpt.org.uk).

We also host half termly Inclusion forums for parents to support with their understanding of key SEND matters and developments.

Each year group has parents' evening once a year in addition to information evenings throughout the academic year. At these meetings, parents have the opportunity to discuss ways in which home and school can further support a child's learning.

Parents also receive school reports which will show what grade their child is currently working and what their attitude to learning is.

All students with an educational health care plan (EHCP) will have a keyworker from the Inclusion team.

Our parents are key partners. In addition, we communicate through:

- Annual review meetings for EHCP students
- SEND Review meetings three times a year
- Parent workshops and newsletters
- Student voice is central. Students contribute to their profiles, reviews, and target-setting

### **Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

Subject teacher and Subject Leads will work with the SENCO and Inclusion team to carry out an analysis of the students' needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The students' own views
- Advice from external support services, if relevant

All teachers and support staff who work with the students will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

### **Supporting students moving between phases and preparing for adulthood**

We share information with the school, college, or other settings the student is moving to. We agree with parents and students which information will be shared as part of this.

In partnership with our primary feeder schools, we have an Induction programme in place for welcoming new students to Oxted School. This involves an Induction Day for all young people and additional days, as required, for the young people to become comfortable with their new school, in particular those with an EHCP or on the SEN register on arrival.



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Students have access to our career guidance advisor to help them make informed choices about what they would like to do in the future. In liaison with Surrey SEN, students with an education health care plan (EHCP) have additional support regarding future pathways.

### **Our approach to teaching students with SEN**

Teachers are responsible and accountable for the progress and development of all the students in their classes. High-quality teaching (Quality First Teaching) is our first step in responding to students who have SEN. This will be differentiated for individual students. We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud

All students at KS3 participate in a wide and varied curriculum to ensure that they are able to use their skills of literacy and numeracy in a wide variety of subjects. Quality first teaching ensures that students are able to access this curriculum.

Our SEN Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. All students have the opportunity to participate in educational visits.

We will also provide the following interventions:

- Drawing and Talking
- Social Skills/ Nurture group
- Lego Therapy
- Zones of Regulation
- ELSA
- Literacy intervention
- Numeracy intervention
- Mindfulness
- Touch typing
- Study skills
- Homework support

### **Expertise and training of staff**

Staff are regularly updated on matters regarding special educational needs and disability through staff meetings and planned INSET.

Oxted staff regularly work with professionals across The Howard Partnership Trust (THPT) which includes colleagues from primary and secondary schools. We share information and expertise so that we can ensure we have the best provision in place for our students.

The Inclusion Team provides targeted training on:



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- Autism and ADHD
- Dyslexia-friendly teaching
- SEMH strategies
- Speech and language in the classroom

Inclusion bulletins are issued weekly with practical Wave 1 strategies.

THPT and Oxted school have invested in training staff to improve quality first teaching and develop enhanced skills and knowledge delivery of additional interventions.

### **Securing equipment and facilities**

We regularly review the needs of our students within the school and endeavour to put in place provisions in order to be able to cater for these needs.

The Senior Leadership team carries out regular lesson visits to review how provision is given and ensure that high standards are maintained.

At Trust and School level, our finances are monitored regularly, and we utilise resources to support the strategic aims of our setting as well as individual learner needs.

All interventions are costed and evaluated. All students with an educational health care plan (EHCP) have a costed provision map

### **Accessibility**

- The school site is accessible to students with physical disabilities.
- Adaptations are made for students with sensory needs (e.g., coloured overlays, assistive technology).
- Reasonable adjustments are implemented in line with the Equality Act (2010).

### **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for students by:

- Reviewing students' individual progress towards their targets each term
- Reviewing the impact of interventions
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with educational health care plans (EHCPs)

### **Working with other agencies**

Oxted School has successful and positive working relationships with external agencies. These include:

- Educational Psychologist
- Specialist Teachers for Inclusive Practice (STIPS)
- Speech and Language therapist
- Surrey Inclusion team
- Physical and Sensory support



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- Speech and Language Therapy
- Occupational Therapy
- MindWorks Surrey (CAMHS)
- Specialist Teachers for Autism, Dyslexia, and Sensory Needs
- Social Care and Family Support Services

Our designated teacher for Looked After Children is **Paula Waller**. To support our students, regularly meeting occur between virtual school, carers, and social care to ensure the child's wider needs are being met.

Contact details of support services for parents of students with SEN

Parent and carers can contact the Inclusion team: [inclusionhelpdesk@oxted.thpt.org.uk](mailto:inclusionhelpdesk@oxted.thpt.org.uk)

Oxted School SENCO, Paula Waller, can be contacted by emailing [paula.waller@oxted.thpt.org.uk](mailto:paula.waller@oxted.thpt.org.uk) or [inclusionhelpdesk@oxted.thpt.org.uk](mailto:inclusionhelpdesk@oxted.thpt.org.uk)

Surrey SEND Information, Advice and Support Service (SIASS): offer impartial, confidential, and free support to empower parents/carers, children and young people with special educational needs and disabilities aged 0-25 years. Further information can be found at <http://www.sendadvice.surrey.org.uk/>

Surrey Local Offer: to view the Surrey local offer <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

Family Surrey Voice: a parent forum to share knowledge <https://www.familyvoicesurrey.org/>

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