

2015-16

SPECIAL EDUCATIONAL NEEDS
AND DISABILITY POLICY

Oakington Manor Primary



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OAKINGTON MANOR PRIMARY SCHOOL



DEFINITION OF SPECIAL NEEDS AND DISABILITY (SEND)



Children have Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special or additional educational provision to be made for them. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Disabled children and young people without SEN are covered by the Children Act 1989, the Equality Act 2010 and the Health and Social Care Act 2012.

The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer.

Educational settings have duties under the Equality Act 2010. In particular, they **must** make reasonable adjustments for disabled children and young people to help alleviate any substantial disadvantage they experience because of their disability, and they **must not** discriminate against or harass them.

Areas of Special Educational Need

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction



Children with Speech Language and Communication Needs (SLCN) also may include children with dyslexia, ASD, Asperger, physical or sensory impairment e.g. hearing loss

2. Cognition and learning



Includes children with Severe Learning difficulties (SLD) , Profound and Multiple Learning Difficulties (PMLD) , Specific Learning Difficulties (SpLD) eg dyslexia , dyscalculia, dyspraxia , Dysgraphia

3. Social, Mental and Emotional Health



Included children with anxiety disorder, oppositional problems, self-harming, substance abuse, eating disorder, Attention Deficit Disorder (ADD) Attention Deficit Hyperactive Disorder (ADHD), attachment disorder, ASD, or Pervasive Developmental Disorder (PDD), disruptive disorders

4. Sensory and/or physical



Visual Impairment (VI) Hearing Impairment (HI) Physical Disorder (PD)

PHILOSOPHY

All children and young people are entitled to an education that enables them to:

- 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.

PRINCIPLES

- The involvement of children, parents and young people in decision making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEN
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment



PROVISION AT OAKINGTON MANOR

The Governing body has responsibilities towards pupils with Special Educational Needs and Disability and actively support pupils and staff by:

- securing necessary provision within the Budget
- ensuring all pupils with SEN have equal access to the activities of the school as far as possible
- having regard for the New Code of Practice, Equality Act, Accessibility Plan
- ensuring that the school cooperates with the Brent Audit
- monitoring and reporting annually to parents on the school's policy for SEND

The named Governor responsible for SEND - Mr Jo Jhally

- ensures there is a qualified teacher designated as Special Educational Needs Co-ordinator (SENCO) for the school
- raises awareness of SEN issues at governing body meetings
- gives up-to-date information on SEN provision within the school
- reviews the school's policy on provision for pupils with SEN
- visits the school once a term to remain well informed
- attends governing body meetings

The named teacher responsible for SEND - Ms Steffi Wain is a qualified teacher and a member of the school leadership team .The SENCO

- has day-to-day responsibility for the operation of SEN policy and coordination of provision for children with SEN, including those who have EHC plans
- provides professional guidance to colleagues
- works closely with staff, parents and carers, and other agencies (early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies)
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- advising a on graduated approach to providing SEN Support;

- is aware of the provision in the Local Offer and works with professionals providing a support role to the family to ensure that children with SEN receive appropriate support and high quality teaching
- liaises with next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- is also the relevant designated teacher where a Looked After Pupil has SEN
- works with the Head Teacher and school Governors to ensure school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensures the records of all children with SEN are up to date
- the views and wishes of the child and parents are taken into account

Parent partnership

We recognise parents have

- the responsibility to play an active and valued role in their children's education
- knowledge of their child's entitlement within SEN framework
- responsibility to make their views known about how their child is educated
- right to access of information, advice and support during assessment and any related
- decision making processes about Special Educational provision



The School

- listens to and values a parents' knowledge of their own child
- welcomes parents into the school environment and provides a setting they feel comfortable in
- includes Parents/Carers at every stage of the process of the Code of Practice e.g. sharing IEP targets, discussing and reviewing their child's progress and encouraging written parental views, for a child on a statement
- discusses the IEP and any outside agency programmes with parents and provide copies
- provides, where possible, a translator or interpreter for a parent with English as a second language



Structure of Provision



Wave One:

Inclusive quality teaching first for all. Offering pupils an inclusive and well differentiated experience in everyday lessons.



Wave Two:

Further support may be required for children to achieve age related progress. This can take the form of In-class Teaching Assistant support within literacy and numeracy, catch-up programmes, small withdrawal groups, differentiated resources e.g. dictionaries.



Wave Three:

If further support is needed additional personalised interventions are implemented. Specialist agencies may be involved such as Speech Therapy, Occupational Therapy

A graduated approach to identification and provision

1. Assess

The benefits of early identification are widely recognised; identifying need at the earliest point and providing good interventions, improves long-term outcomes for the child. The identification of SEN is built into Oakington's overall approach to monitoring the progress and development of all pupils.



- Class teacher assesses each pupil's current skills and levels of attainment and establishes a clear analysis of the pupil's needs, drawing on
 - teacher assessment and experience of the pupil
 - information on pupil progress, attainment, and behaviour including EYFS profile
 - individual's development in comparison to their peers
 - the views and experience of parents

- the child's own views
- if relevant, advice from external support services
- This assessment is regularly reviewed to ensure support is matched to need, and that a clear picture of the interventions put in place and impact is developed.
- Outside professionals from Health or Social Services liaise with the school. The SENCO will contact them if the parents agree.
- The phonics screening check is a short assessment of all pupils in mainstream schools in year 1 (and those pupils in year 2 who did not meet the expected standard during year 1). It can provide additional information, as part of the overall approach set out above, to help identify a child who is experiencing difficulties and may be making inadequate progress. The phonics screening check is not used as an assessment of special educational needs.

2. Plan

Where pupils are falling behind or making inadequate progress given their age and starting point they are given extra support.



- The teacher and the SENCO agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Parents are notified where it is decided to provide SEN Support

3. Do

- The class teacher implements a programme of intervention using Teaching Support staff and Learning Support Assistants to provide small group work.
- The teacher writes a Passport to Success (PTS) with targets for the support.
- The teacher provides an Individual Education Plan (IEP).
- Parents are encouraged to contribute to IEP and meet with teachers to discuss progress and help set further targets.
- The IEP is reviewed at the end of each term.
- Where the interventions involve group or one-to-one teaching away from the main class, the class teacher still retains responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions.
- All teachers and support staff who work with the child are aware of their needs, the support provided and any teaching strategies or approaches that are required
- The SENCo consults with parents to discuss next steps and obtain permission to involve any specialist services.
- The involvement of specialists, discussions are recorded and shared with the parent and teaching staff supporting the child.
- The SENCO and class teacher, together with the specialists, consider a range of well-founded and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. A date by which progress will be reviewed is agreed.
- Targets set by specialist agencies feed into IEP and the intervention is monitored and evaluated at the end of the programme.
- School record details of additional or different provision (SEN support) on the school's information system.



4. Review

- The effectiveness of the support and the impact on the child's progress is reviewed in line with the agreed date.
- The impact of the support provided, along with the views of the pupil and parents feed back into the analysis of the pupil's needs.



- SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

If after a period of time the intervention and provision does not fully meet the child's need The SENCO will consult with parents to discuss next steps and obtain permission to apply for Statutory Assessment which may give the child an Education Health & Care Plan (EHCP).

Additionally Resourced Provision

The Language and Communication Centre (LCC) provides placement for 35 children with a Statement of Educational Need/Education Health Care Plan for a primary need in Language and Communication and /or Autism. Literacy and numeracy are taught within the LCC, all other subjects are taken within an age appropriate mainstream class.

We aim to work integrally with the LCC and disseminate good practice.



Complaints procedures

If the parents of the child are dissatisfied with any decisions at the Statutory Assessment procedure they are within their rights to appeal at an SEND Tribunal. This is an independent body established under the 1993 Act for determining appeals by parents against LA decisions on assessments and statements. The Tribunal's decision will be binding on both parties to the appeal.

OTHER POLICIES TO READ IN CONJUNCTION WITH THIS POLICY -

HEALTH AND SAFETY

ACCESSIBILITY

DISABILITY

E SAFETY

TOILETING

USE OF FORCE

SCHOOL OFFER

This policy was agreed by Governors: September 2015

This policy was agreed by Staff: September 2015

The policy is to be reviewed: September 2016