

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY



Inclusion Managers

Ms Steffi Wain @ Oakington Manor

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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

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 Code of Practice 2014 , Equality Act, Accessibility Plan
- ensuring that the school cooperates with the Brent Audit

The named Governor responsible for SEND – Mrs Afifa Pervez

- 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 at Oakington Manor and Mrs Dora Sowa at Furness are qualified teacher and members of the school leadership team.

The SENCO

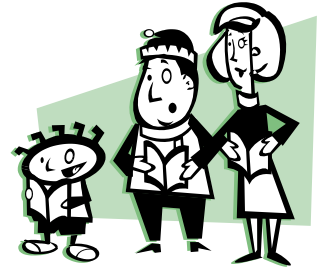
- has day-to-day responsibility for the operation of SEN policy and coordination of provision for children with SEN, including those who have EHC plans
- provides professional guidance to colleagues
- works closely with staff, parents and carers, and other agencies (early years providers, other schools, 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

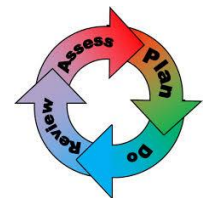
1. Assess

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 the 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

At Oakington Manor 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 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 REASONABLE RESTRAINT

SCHOOL OFFER

Appendix

A glossary of the most common SEN terms:

ADD Attention Deficit Disorder

ADHD Attention Deficit Hyperactivity Disorder

ASD Autistic Spectrum Disorder

AUTISTIC SPECTRUM DISORDER (ASD): Autistic spectrum disorder is a relatively new term which recognises that there are a number of sub-groups within the spectrum of autism. Pupils with autistic spectrum disorder find it difficult to:

- Understand and use non-verbal and verbal communication
- Understand social behaviour — which affects their ability to interact with children and adults
- Think and behave flexibly – which may be shown in restricted, obsessional or repetitive activities.

BEHAVIOURAL, EMOTIONAL AND SOCIAL DIFFICULTY (BESD) Pupils with behavioural, emotional and social difficulties cover the full range of ability and a continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum. They may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, have immature social skills or present challenging behaviours. Pupils with a range of difficulties, including emotional disorders such as depression and eating disorders; conduct disorders such as oppositional defiance disorder (ODD); hyperkinetic disorders including attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's,

CAF Common Assessment Framework

CAMHs Child & Adolescent Mental Health Service

COP Code of Practice

CP Child Protection

DCD Development Co-Ordination Disorder

DISABILITY The Disability Discrimination Act 1995 (DDA) defines a disabled person as someone who has: 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

DISFIGUREMENTS Pupils with severe disfigurements are specifically covered by the DDA and do not need to prove that the impairment has a substantial adverse effect on their ability to carry out normal day-to-day activities.

DYSPRAXIA: Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc.)

EAL English as an Additional Language

EP Educational Psychologist

FSM Free School Meals

HEARING IMPAIRMENT (HI): Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. Hearing loss may be because of conductive or sensori-neural problems and can be measured on a decibel scale. Four categories are generally used: mild, moderate, severe and profound. Some pupils with a significant loss, communicate through sign instead of, or as well as, speech.

IEP Individual Education Plan

IMPAIRMENT -in the DDA definition:

- 'Physical impairment' includes sensory impairment
- 'Mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness

LAC Looked After Child

LEA Local Education Authority

LONG-TERM AND SUBSTANTIAL

'Long-term' is defined in the DDA as 12 months or more. Clearly this rules out conditions such as a broken limb which is likely to mend within that time.

- 'Mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness

'Substantial' means 'more than minor or trivial'

- The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). Impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered.

MODERATE LEARNING DIFFICULTY (MLD): pupils with moderate learning difficulties will have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. Pupils with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

MULTI-SENSORY IMPAIRMENT (MSI): Pupils with multi-sensory impairment have a combination of visual and hearing difficulties. Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities. Pupils with multi-sensory impairment have much greater difficulties in accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation.

NORMAL DAY-TO-DAY ACTIVITY The test of whether impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

OT Occupational Therapist

PHYSICAL DISABILITY (PD): There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Pupils with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some pupils are mobile but have significant fine motor difficulties which require support. Others may need augmentative or alternative communication aids.

- 'Physical impairment' includes sensory impairment

PROFOUND AND MULTIPLE LEARNING DIFFICULTY (PMLD): Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school careers (that is below level 1 of the National Curriculum). (

PROGRESSIVE CONDITIONS Progressive conditions are conditions that are likely to change and develop over time. They include conditions such as cancer, multiple sclerosis, muscular dystrophy and HIV infection.

SEN Special Educational Needs

SENCO Special Educational Needs Coordinator

SEND Special Educational Needs & Disability

SEVERE LEARNING DIFFICULTY (SLD): Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with severe learning difficulties will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is below level 1 of the National Curriculum).

SLCN Speech, Language, Communication Needs

SLD Severe Learning Difficulties

SPECIFIC LEARNING DIFFICULTIES See DYSCALCULIA, DYSLEXIA, DYSPRAXIA

SPEECH, LANGUAGE AND COMMUNICATION NEEDS (SLCN) Pupils with speech, language and communication needs cover the whole ability range. Pupils with SLCN may have difficulty in understanding and/or making others understand information conveyed through spoken language. Their acquisition of speech and their oral language skills may be significantly behind their peers. Their speech may be poor or unintelligible. Pupils with language impairments find it hard to understand and/or use words in context. They may use words incorrectly with inappropriate grammatical patterns, have a reduced vocabulary or find it hard to recall words and express ideas. They may also hear or see a word but not be able to understand its meaning or have trouble getting others to understand what they are trying to say. Please note that pupils whose first language is not English should not be recorded as SLCN unless they also have a special educational need in this area.

SPECIFIC LEARNING DIFFICULTIES SpLD

DYSCALCULIA: Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

DYSLEXIA: Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

Verbal dyspraxia: Articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.

VISUAL IMPAIRMENT (VI) Pupils should only be recorded as VI if it is the pupil's primary or secondary SEN and they are at School Action Plus or have a statement. Visual impairment refers to a range of difficulties from partial sight through to blindness. Pupils with visual impairments cover the whole ability range. For educational purposes, a pupil is considered to

be VI if they require adaptations to their environment or specific differentiation of learning materials in order to access the curriculum.