



Special Educational Needs Policy

Principles

Every young person will have the opportunity to maximise her/his life chances by experiencing a positive learning environment which:

- listens to them
- will meet their needs
- has high expectations
- values difference
- offers respect and dignity
- encourages independence
- is challenging but supportive
- works in true partnership with their parents/carers
- provides excellent teachers, assistants and therapists who work co-operatively together.
- offers a broad, balanced and relevant curriculum based within the Early Years Foundation Stage and the National Curriculum

Our Mission Statement:

To assist each child in attaining her/his maximum potential within all areas of development, building on the strengths and supporting the needs of each individual child within a rich, stimulating, happy, secure, safe, healthy and clean environment.

Context

Oakleigh and Acorn are specialist environments which provide early intervention and ongoing education to children with complex learning difficulties.

- The children attending Oakleigh School have severe cognition and associated learning difficulties. All the children have difficulties with communication and many have sensory and physical difficulties, Profound and Multiple Learning Difficulties (PMLD) or a diagnosis of Autistic Spectrum Condition (ASC). A few children exhibit challenging behaviours.
- The children attending Acorn have a wide range of special educational needs which includes physical disabilities, sensory impairments, language and communication difficulties, medical needs, autistic spectrum conditions and learning difficulties.
- When considering actions for our pupils, as well as thinking about the whole child, we also take into account the SEND Code of Practice 2014's broad areas of need and support:
 - Communication and Interaction
 - Cognition and Learning, Social
 - Emotional and mental health
 - Sensory and / or physical needs

We recognise that other areas may impact on progress and attainment, such as attendance, health and welfare, EAL, being in receipt of Pupil Premium Grant, being a Looked After Child and being the child of a Serviceman/woman.

This policy recognises that all school policies, structures and systems relate to the Special Educational Needs and Disabilities (SEND) of our pupils.

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education. Some children with medical conditions may be disabled and where this is the case, we comply with our duties under the Equality Act 2010.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- The National Curriculum in England Key Stage 1 and 2 framework document 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Special Educational Provision

- The Governing Body aims to meet the special educational needs of every child at Oakleigh School, and to provide early intervention and assess the SEN of every child in Acorn.
- We are working to transfer pupils from Statements to EHC Plans within the LA framework.
- Through the governor responsible, the school leadership team, the teaching and support staff, the School and Acorn are able to assess and meet the identified educational needs of all its pupils.
- The Head, Assistant Heads and all teachers act as SENCOs, with the Head Teacher acting as Senior SENCO
- This policy identifies how we will meet these needs.

Provision for pupils with Profound and Multiple Learning Difficulties (PMLD)

- Tracking hoists across the school
- Access to portable hoists
- Specialist seating and equipment – standing frames, gait trainers etc.
- Physiotherapy sessions with a physiotherapist
- Specialist access to equipment and facilities including Switches and touch screens for PCs, wheelchair roundabout and wheelchair swing.
- Multi- sensory curriculum, differentiated at early P levels.
- Access to wide range of specialist classroom resources
- Specialist hydrotherapy pool
- Staff trained in Intensive Interaction
- Accessible playground equipment
- Specialist advice on dysphagia from SLT

Provision for pupils with Autistic Spectrum Conditions (ASC)

- Careful consideration is given to the groupings of pupils in class to support the learning and interaction of the pupils.
- The number of pupils in classes is carefully monitored to meet the needs of the children. Staffing ratios are carefully considered, to maximise the children's learning opportunities.
- A consistent approach to teaching and learning, class room lay out and resources is used across the classes to ensure the children make progress during their journey through the school and to reduce anxiety at times of transitions. This is outlined in a document which is shared with all relevant staff.
- The children have individual programmes which give opportunities to work in groups with their peers, at work stations or in quiet work rooms.

- All staff are highly trained in a wide range of strategies to enable a personalised approach to teaching and learning. Strategies used include PECS, TEACCH, Intensive Interaction, sensory integration, and the SCERTS model is being adopted across the team.
- If necessary the children have Behaviour Support Plans which are regularly reviewed and shared with parents/carers.
- The children have access to a wide range of specialist facilities both on and off site.

Identification and Review of Pupils' Special Needs

- Children who have Statements of Special Educational Needs have these reviewed on or before the anniversary of the Statement date. Children's Individual Educational Plan targets are discussed at this time. Very young children have a review every 6 months according to their needs and age.
- Teachers continually assess the pupil's educational needs and record progress. Teachers produce termly Personal Learning Plans (previously IEPs) for children in consultation with parents/carers. Our planning and assessment process takes account of the Assess, Plan, Do, Review cycle.
- The advice of the attached Educational Psychologist is sought for specific assessments related to formal assessment, advice on learning styles and behaviour support issues.
- The school follows procedures for reviewing pupils as laid down in the SEND Code of Practice.

Allocation of Resources

- At present Oakleigh can accommodate up to 79 children and Acorn 48, and are funded on this basis.
- Pupils with a Statement of SEN/EHCP are resourced by the Local Authority (LA) in accordance with the LA funding formula.
- The Governing Body Finance Sub-Committee, with advice from the Headteacher, decide how staffing costs will be met from the School's delegated budget. Currently the Pupil Teacher ratio is approximately 1:7 and the adult Pupil ratio (Teachers and Assistants) approximately 1:2. Every class has one Teacher and two or three Learning Support Assistants in a class group between 6 and 9 children. Some children because of their medical needs or behavioural needs will need additional or 1:1 support.
- The School Leadership Team identifies spending priorities in consultation with School staff, who have based their bids on curricular and pupil needs.
- The co-ordinator receives an allowance based on the development plan for their subject and the identified priorities for the year.
- Each Class Teacher receives an allowance to spend on equipment to meet individual and class needs.
- The therapists (speech, physio and OT) allocated by the Health Authority liaise closely with class staff in determining the delivery of individual children's therapy programmes. Class staff follow therapy programmes devised by these therapists. We also receiving training from the therapists on a range of approaches, including for example dysphagia, AAC.
- PLPs/IEPs record that which is additional to, or different from, the differentiated curriculum plans which are in place as part of the provision for all children. These are reviewed termly.

Curriculum

- Set within the framework of the National Curriculum 2014 and the Early Years Foundation Stage, a broad, balanced, relevant and differentiated curriculum is offered. Assessment, planning, recording and reviewing are an integral part of the process.

Transition

- The school work sensitively with families to help children make a smooth transition into Oakleigh and Acorn.
- We also work hard to ensure smooth and successful transitions from Acorn or other Early Years providers or Schools to Oakleigh and within Oakleigh School year to year. Each new family receives a personalised 'welcome' letter with important information about their child's transfer to Oakleigh and a personalised photo/symbol book to use to prepare the child over the summer. 'Stay and Play' sessions are offered to Reception age class families in the first few weeks of the Autumn Term. At the end of the Summer Term we hold a Family Picnic and Meet the Teacher event, where families can meet their child's class team for the following year, and see their new classroom, where relevant. We have a Meet the Professionals meeting during the Autumn Term, and an Early Days Review for new children in Acorn and Oakleigh.
- Parents/carers of Reception and Year 3 children are invited to a Communication Surgery with their child's class teacher and Speech and Language Therapist during the Autumn/Spring term.
- We have close liaison with other settings when children transfer from Acorn to other schools.
- Preparation for secondary transfer is initiated at the child's penultimate Annual Review. The child's last Annual Review must take place in the Summer Term. The majority of children usually transfer to Mapledown School, but this is governed by the child's needs and parental preference. All children will be assisted to transfer as smoothly as possible.
- During the Spring Term visits are arranged for parents/carers to visit Mapledown School and Mapledown Teachers to visit Oakleigh School.
- During the Summer Term the children transferring make visits to assist with smooth transition.
- During the Autumn Term we support our feeder school(s) with pupils we have sent to them who are in Year 7.

Links with Other Agencies

Oakleigh works in close liaison with:

- Those providing therapy services and the Disabled Children's team
- Voluntary Organisations such as Mencap, Scope and other local community organisations
- Barnet SCAN – part of CAMHS
- All the other Special Schools in Barnet
- All schools within the network
- Borough Transport and bus escorts
- University of Hertfordshire for Action Research projects with other special schools
- Schools, colleges, universities for student placements

CPD

- Training needs are identified through the SEF, which identifies strengths and needs
- Individual training needs are identified through performance management, by individual request
- Teachers, LSAs and MTSs are constantly updating their practice and learning on the job to ensure they use effective strategies to enable all children to access the curriculum
- Some training is mandatory, and some relates to and medical needs of children.
- All learning support assistants are offered the opportunity to obtain QCF
- We have a full induction package for all new staff, which includes specific training depending on the needs of the children with whom they are working.
- See also Continuing Professional Development Policy

Multi-Professional Support Agencies

- There is a range of professional support and advice available to staff, pupils, parents/carers and governors of Oakleigh School:
 - Music Therapy
 - Drama / Movement Therapy
 - Occupational Therapy
 - Speech and Language Therapy
 - Physiotherapy
 - Community Paediatric Consultants
 - Link and Special Needs Inspectors
 - Peripatetic advisory teachers (e.g. VI, HI)
 - School Nurse
 - Special Needs Support Services
 - Child Psychotherapist
 - EMAG Family Support worker
- These specialists working with the children are invited to the child's Annual Review in order that they should contribute to the overall education plan for the child.
- Multi-disciplinary meetings
- Regular meetings are held formally and informally with support agencies.

The Role of the families

- Oakleigh School considers that working in partnership with parents/carers is fundamental to effective education for the child.
- A range of strategies are used to foster partnership with families:
 - Initial visits to school/centre
 - Introductory meetings
 - Home/School agreements
 - Annual Review Meetings
 - An "open door" policy
 - Daily Home/School Chat Book
 - Talktime postcards
 - Termly Newsletters
 - Coffee Mornings
 - Working together on termly targets
 - Parent/Carer workshops
 - Social events
 - Parental Representation on Governing Body
 - Using interpreters to facilitate communication between parents/carers and staff, if necessary

Supporting parents / carers and members of staff with SEND

Where appropriate, we provide adjustments or support to parents/carers who have a special educational needs or disability. This could be through support from organisations such as Barnet Mencap.

Any member of staff who has a special educational need or disability is given the opportunity to disclose this on their application form when applying for a job with us. We are then in a position to assess the risks associated in order to protect them, and devise a plan as appropriate. Where appropriate, we refer to Barnet's Occupational Health Team to help us devise packages to support members of staff who have a special educational need or disability. We also carry out risk assessments where necessary for students on placement and volunteers.

Inclusion

Oakleigh is inclusive in that it will take any child with severe learning difficulties and meet their needs, thereby ensuring that all children are in an educational setting no matter how profound

their learning, physical and medical needs may be. It also aims to ensure that there is inclusion both within the school and with other mainstream schools. The School has regular contact with local mainstream schools, nurseries and playgroups. This takes the form of individual or group inclusion either at Oakleigh or at mainstream schools

This policy aims to bring together a range of policies and documents which explain the roles and responsibilities of all the people who work with our children in the school, at home or in the wider community.

These policies and documents are as follows

- Admissions Policy
- Assessment Policy
- Behaviour Policy
- Complaints Policy
- Curriculum Statement
- Data Protection Policy
- Equal Opportunities Policy
- Inclusion Policy
- Home School Partnership Policy
- Planning Policy
- Equalities Policy
- Continued Professional Development Policy
- Teaching and Learning Policy
- Transition Policy
- SEN Information Report
- Managing Medical Conditions

Copies of these policies are in the staff handbook, which is saved on the school server. Copies of relevant Legislation documents are kept in the Headteacher's office.

The Headteacher is the senior SENCO and co-ordinates the day to day provision for all children, ensuring all interventions are appropriate, all paperwork completed and all staff are following all relevant policies.

Basic Information

Admission arrangements

See Admissions Policy

Monitoring and Evaluation

- The governor responsible for special needs monitors and reports back to the Governing Body observations made during visits to the School, for which there is always an agreed specific focus, using the Development Plan Priorities.
- The School has a link inspector who is also the Inspector for Special Needs. She supports the school in any way as appropriate
- The Headteacher's reports and minutes of the Governing Body Sub-Committees constitute an on-going form of monitoring.
- The achievement of targets set in the individual pupil's termly Individual Education Plans are discussed and evaluated at the Annual Review.
- The development plan is a key tool used for monitoring and evaluating

Complaints Procedures

See Complaints Policy

Specialist Facilities

- The School is a single storey building with full access for people with physical disabilities, including wheelchair users.
- It has its own hydrotherapy pool, a large room with a totally soft environment and a well-equipped sensory room. Play areas have safety surfaces, modified swings and roundabouts. There are outdoor musical instruments and outdoor gym equipment.
- The School has a minibus with tail lift.
- The building offers excellent specialist facilities such as in built hoists for children with physical needs
- Specialist seating and other equipment is provided for children who need it in order to access the curriculum.

Criteria for Evaluation

- The school's success in meeting the Special Educational Needs of its pupils will be measured using the following performance indicators:
 - Pupil progress
 - Parental/carer satisfaction
 - Parental/carer contact at meetings
 - Success rate in meeting learning outcomes identified in PLPs/IEPs
 - External assessment including Ofsted inspection

This Policy will be reviewed on an annual basis