

OAKLANDS SCHOOL
LEARNERS WITH DIFFICULTIES AND/OR DISABILITIES
AND SPECIAL EDUCATIONAL NEEDS (LDD/SEN) POLICY

The purpose of Oaklands Learners with Difficulties and/or Disabilities and Special Educational Needs (LDD/SEN) Policy is to improve the learning opportunities and progress of pupils with LDD/SEN within the overall aims and philosophy of the School. We fully support the general principles as detailed in the code of practice (2001) and Disability Rights Code of Practice for Schools.

Special Educational Needs (LDD/SEN)

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have a *learning difficulty* if they:

- a) Have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools
- c) Are “gifted and talented” either in an academic subject, or in sports, Music or Art and can access the curriculum far more easily than the majority of children at the same age.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Special educational provision means:

- a) For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.
- b) For children under two, educational provision of any kind.

Section 312, Education Act 1996

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

Section 17(11), Children Act 1989

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities.

Section 1(1), Disability Discrimination Act 1995 (now part of the Equality Act 2010)
SEN Code of Practice 2001

Definitions

Impairment: any loss of normal functions, however small.

Disability: factors which cause an individual to be unable to carry out certain ordinary activities in a given family or social context.

Handicap: impairing factors that not only prevent an individual leading a normal life but also lead to disadvantage.

(See Oaklands Disability Policy)

Basic Information about the School’s Special Education Provision

Aims:

1. Promote equal opportunities for all children whatever their gender, background, race or abilities.
2. Put in place programmes of differentiated work (for classes, groups or individuals) that enables all children to make progress.
3. Operate a system of record keeping and regular monitoring of each child’s progress.
4. Inform and consult parents if their child needs LDD/SEN provision.
5. Support parents who have children with LDD/SEN by regular meetings and reviews.

6. Allocate resources that can be used flexibly to support all children's individual needs.
7. Ensure that wherever possible all children are taught in their own class group, and that withdrawal is kept to the minimum.
8. Provide a staffing structure with clear lines of responsibility for LDD/SEN and to make sure that staff training is provided.

Objectives of Policy

1. Early identification, assessment and provision to meet the needs of pupils experiencing difficulties in their learning.
2. Observe, record and report on progress of pupils with LDD/SEN.
3. Help support staff to effectively meet the needs of pupils with LDD/SEN.
4. Promote access to a balanced and broadly based curriculum.
5. Ensure parents are consulted and involved in supporting their child's education.
6. Ensure that the child has a voice in this process.
7. Develop links with external agencies as required.

Identification of LDD/SEN

Children with LDD/SEN need special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age.
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age (see Disability Policy).
- A child is falling progressively behind his/her peer group despite being offered a differentiated curriculum.
- More explanation or assistance is needed than usual.
- Skills and concepts acquired after much practice are readily forgotten and not applied to new situations.
- A child has great difficulty in sustaining concentration or following instructions.
- A child appears isolated or withdrawn.
- A child finishes his/her work and extension work quickly.
- A child who is able to complete his/her work and extension work but shows no interest in doing so.

If such a case arises the class teacher would initiate the procedure as detailed below to help guide the pupil with special education needs.

Procedure and Record Keeping Systems

1. Observations are made by class teaching staff and evidence is recorded on class records.
2. Initial concerns about a child with possible LDD/SEN are registered on a LDD/SEN Identification Form by the class teacher.
3. The LDD/SEN Identification Form together with the SEN checklist are given to the School SENCO who discusses the pupil with the class teacher. A copy of the LDD/SEN Identification Form will be given to the Assistant Head (Pastoral) and filed in the cabinet in the support room.
4. All LDD/SEN Identification Forms must be seen by the Headmistress.
5. The class teacher in discussion with the School SENCO will decide whether the child will be able to access the curriculum with differentiated work and help from the support teacher and/or the SEN tutor.
6. Parents will be told of the additional help their child is receiving.
7. A review date will be set for every child with a LDD/SEN Identification Form so that the class teacher in conjunction with support staff can have the following discussion:
 - (a) If progress has been made, the child will resume regular class activities, with differentiated work if necessary.
 - (b) If, however, it is felt that the child has made insufficient progress, then individual targets are set by the class teacher in discussion with the School SENCO, support teachers and/or SEN tutor and recorded on an I.E.P. form.
 - (c) Alternatively, it may be necessary to place the child on School Action as set out below.
8. If the pupil is Gifted and Talented in any area of the curriculum (see Gifted and Talented Policy for definition) and needs extension work in order to be stimulated and make the correct progress for his or her ability, the class teacher will follow steps 1 to 3 above and pass them to the

Curriculum Co-ordinator who will complete an Identification of Gifted and Talented Form. Copies of the Identification Form will be passed to the School SENCO and Assistant head (Pastoral). Subject co-ordinators will be asked for their advice by the Assistant Head (Curriculum) and given differentiated work. The Headmistress will be informed. The child will be monitored as set out in 7 above.

9. The class teacher must inform all peripatetic staff and lunchtime staff of any relevant information.
10. All forms will be filed in the support room by class.
11. All names on the SEN Register are updated termly and copies of the list are given to the Headmistress and SLT.
12. All forms can be read by the relevant members of staff on the Support Room but may not be removed.

School Action

The triggers for intervention through School Action could be the teachers' or other's concern underpinned by evidence, about a child who, despite receiving differentiated learning opportunities

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness or strength.
- Shows signs of difficulty in developing literacy or numeric skills that result in poor attainment in some other curriculum areas.
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques employed in the School.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of a differentiated curriculum.

If the class teacher and the School SENCO decide that School Action is appropriate, the following procedure should be followed.

1. The parents of the child must be informed that the child should be placed on School Action, using the Individual Education Plan form.
2. The SEN tutor and the School SENCO together with the child, should draw up an Individual Education Plan (IEP) which will specify 2-3 learning targets which need to be S.M.A.R.T.
Specific
Measurable
Achievable
Relevant
Time related.
3. The parents of the child should meet with the School SENCO and the class teacher as soon as practicable to discuss the IEP and set a review date.
4. At the review date the parents, the pupil, the class teacher and the School SENCO will review evidence of the pupil's work and behaviour and decide whether the child should remain on School Action, be removed from School Action or move onto School Action Plus and record the meeting on the IEP Review form. If the pupil remains on School Action, a further review date is set.
5. If the child has not made any or enough progress, the child may be placed on School Action Plus.
6. The class teacher, under the guidance of the School SENCO is responsible for collecting the assessment evidence forms of the child's work and behaviour as necessary for School Action.
7. All IEP and Review Forms must be shown to the Headmistress.
8. All forms will be filed by class in the Support Room where they can be read but not removed.

School Action Plus

When a child is at *School Action Plus* external support services, both those provided by the LEA and by outside agencies advise class teachers upon strategies to be used and possible targets to be set on IEP. They are also used to administer more specialist assessments and give advice on the use of specialist equipment and materials within school. In some instances support can be provided for particular activities. The School SENCO and SEN tutor will also provide tuition for School Action Plus children at an additional cost to parents.

The triggers for *School Action Plus* are that, despite receiving an individualised programme and/or concentrated support, the pupil:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of pupils of similar age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the School SENCO by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

NB. *It may be clear to the child's teacher and the School SENCO at the outset that information from outside agencies is required. If so the child should move straight to School Action Plus.*

Costs

1. From Transition, possible costs incurred in the process of assessment, advice or provision will be met by the parents or guardians and not by the School.
2. Following assessment, the School may advise that a child's special needs provision would be more effectively met at another educational establishment.
3. It is then the responsibility of the parents or guardians to consider and if appropriate, act upon professional advice.
4. Extra support may also be offered in school by the School SENCO or SEN tutor for which an extra charge will be levied by the School.

Provision at School Action Plus

1. The teacher and the School SENCO together with the child should draw up an Individual Education Plan (IEP) which will be based on advice from any external agencies and information from any previous Individual Education Plan forms.
2. The parents of the child should meet with the School SENCO and the class teacher as soon as practicable to discuss the IEP and set a review date, as appropriate.
3. At the review date the parents, the class teacher, the School SENCO and any outside agencies if appropriate will review evidence of the pupil's work and behaviour and decide whether the child should remain on School Action Plus or be removed from School Action Plus and record the meeting on the IEP Review form
4. All IEP and Review Forms must be shown to the Headmistress.
5. All forms will be filed by class in the Support Room where they can be read but not removed.

Records

1. All copies of LDD/SEN Identification Forms, IEPs, reviews, and assessment evidence forms are kept in the Support Room.
2. At the end of each year, the class teacher passes all relevant information to the new class teacher.
3. If the pupil is moving to a new school the class teacher will fill in a report for the new school in conjunction with the School SENCO.

Training

Regular meetings with teaching staff are arranged as needed to update and advise on special needs provision and a whole School inset will be arranged by Head Teacher whenever necessary.

Requests for Statutory Assessment

For a very few children the help given through *School Action Plus* will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary, in consultation with the parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment

may be appropriate. Where a request for a statutory assessment is made to an LEA, the pupil will have demonstrated significant cause for concern and the School will provide evidence to the LEA detailing:

- The School's action through *School Action* and *School Action Plus*;
- Individual education plans for the pupil;
- Records of regular reviews and their outcomes;
- The pupil's health including the pupil's medical History, where relevant;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parents and of the pupil;
- Involvement of other professionals;
- Any involvement by the social services or education welfare service.

When the LEA receives a request for a statutory assessment, it will decide within six weeks whether to carry out such an assessment. Statutory assessment involves consideration by the LEA working co-operatively with parents, the child's educational setting and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. Where the evidence presented to the LEA suggests that the child's learning difficulties may call for special educational provision which cannot be reasonably provided within the resources normally available to the setting, the LEA will consider the case for a statutory assessment of the child's special education needs. The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special education needs is such as to require the LEA to determine the child's special educational provision through a statement of special education need. This will detail:

- The pupil's name;
- Details of all of the pupil's special needs;
- Identify the special educational provision necessary to meet the pupil's special education needs;
- Identify the type and name of the School where the provision is to be made;
- Include relevant non-educational needs of the child;
- Include information on non-educational provision.

All children with statement of special education needs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of education need. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the child's class teacher supported by the SENCO.

Annual Review

The School SENCO will arrange an annual review for all pupils on the LDD/SEN Register.

Parents in Partnership

We recognise the importance of effective dialogue between staff and parents. Parents are consulted and kept informed of their child's progress at every stage.

Should any parent be dissatisfied with the efforts on behalf of their child, they will be referred to the School SENCO, Key Stage One or Two Co-ordinator or Headmistress so that the situation can be investigated and if necessary, improved.

Role of the Assistant Head (Pastoral)

The Assistant Head (Pastoral) will meet on a regular basis with the School SENCO/Early Years SENCO and Gifted and Talented Co-ordinator to monitor LDD/SEN provision.