Excellence, Aspiration and Care in Partnership

Special Educational Needs & Disability Policy

Ratified: September 2026

Next Review Date: September 2027

Osidge School

A member of Ashmole Trust

INTRODUCTION

The SENCo at Osidge School is Sarah Ostroff. The named Governor for SEN/D at Osidge is Saffron van Zwanenberg. They ensure that the Osidge School Special Educational Needs and Disability policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Education Authority and other policies current within the school.

School Beliefs and Values

At Osidge School, we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We welcome all children into our school community.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need as identified in the new Code of Practice (May 2015).

We recognise that we will need to consider the individual needs of all children when planning our curriculum. Class teachers are responsible for the progress of every child in their class, including those with SEN/D.

AIMS & OBJECTIVES

We aim to:

- Raise achievement for all pupils, including those with SEN/D.
- Accelerate the rate of progress for all pupils, including those with SEN/D; Provide tailored support and interventions which enable and challenge children with SEN/D to meet their full potential.
- Secure positive academic, social and emotional outcomes for pupils with SEN/D; Promote an inclusive and supportive learning environment for all pupils, regardless of need.

Our objectives are:

- To identify and provide for pupils who have special educational needs and / or additional needs.
- To work within the guidance provided in the SEN/D Code of Practice (2015). To operate a "whole pupil, whole school" approach to the management and provision of support for SEN/D.

- To involve parents/ carers in the identification and review of the targets set for
- individual children and those targets identified in the child's Individual Support Plan (ISP).
- To have a Special Educational Needs Co-ordinator (SENCo) to oversee, coordinate and manage provision.
- To provide support and advice for all staff working with pupils with special educational needs.
- To remove barriers which impact on progress and achievement.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

We define SEN/D in the following way:

- A significantly greater difficulty in learning than the majority of children of the same age
- A disability or physical impairment which prevents or hinders children from learning
- An emotional or behavioural difficulty that impedes the child's own learning, or that of other children.

Our approach:

Every teacher is a teacher of every child including those with SEN/D.
We work in close partnership with parents/carers who play an active and valued role in their child's education.

Teachers are responsible for the progress and development of all children in their class, including pupils accessing support from teaching assistants or specialist staff.
All children have an entitlement to quality first teaching which is appropriately adapted to meet their needs. The quality of teaching for all pupils is regularly reviewed.

If a child is not making progress, or is making progress at a slower rate than expected, they may be identified as having a Special Educational Need once they have had access to intervention and good high quality personalised teaching.

The teacher and SENCo will consider all information about the child:

- Concerns will be discussed with the pupil and family.
- Further assessments / observations may be carried out in school.
- Where necessary, further advice and assessments may be sought from external professionals.
- Where it is decided that a pupil does have SEN/D, the decision will be recorded

- in the school records and the pupil's parents will be informed through an ISP meeting where SMART targets will be set and reviewed. (Specific, Measurable, Achievable, Realistic, Time-limited targets).
- A decision will be made about whether the school can meet the need from what is ordinarily available in the school, or whether additional provision is needed.
- Progress will be reviewed termly and adaptations or alterations made to the provision.

SEN/D Code of Practice 2015

There are 4 broad areas of need and support as described in the Code of Practice 2015 (p85) and these are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Communication and interaction needs

Children may have difficulty communicating with others, saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with autism are likely to have particular difficulties with social interaction.

Cognition and learning needs

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.
Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which may impact on learning. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI), who are likely to need specialist support to access education.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to them.

Sometimes children's progress and/or attainment may be affected by issues that are not as a result of an SEN/D need. These include:

- Physical disability – short or long term - (the school will make 'reasonable adjustments' for pupils with disabilities).
- Poor attendance and/or punctuality.
- Health and welfare, e.g. chronic health conditions such as sicklecell; family issues such as bereavement.
- Children learning English as an additional language.
- Children known to be more vulnerable to underachievement including children in receipt of Pupil Premium and Looked After Children.

A GRADUATED APPROACH TO SEN/D SUPPORT

The school uses the **Assess, Plan, Do, Review** model detailed in the SEN/D Code of Practice 2015 (p86).

High quality teaching, differentiated for all pupils, is the first step in responding to pupils who have or may have a SEN/D. The quality of teaching is regularly reviewed through lesson observations and staff performance appraisals, and the impact on pupil progress reviewed each term.

Staff receive regular training on how to support children with high incidence SEN/D, as well as additional training to address the needs of specific groups or individual pupils within the school.

Additional support or interventions may be put in place for children making slower than expected progress or who are underachieving before a SEN/D is formally identified.

Children with SEN/D are identified as early as possible using the approach above. The school can access a comprehensive range of external specialists who may offer additional support and advice, including health agencies, Educational Psychology support, Speech and Language Therapy, and Child & Adolescent Mental Health (CAMHS) support.

Pupils and families are involved throughout the process.

MANAGING PUPILS' NEEDS (SEN/D Support)

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Where possible we will meet every child's needs within the classroom through ensuring that our planning, teaching and approaches are high quality and effective.

At Osidge, the quality of teaching and learning for all pupils is regularly and carefully reviewed, including those children at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN/D most frequently encountered. If a teacher has concerns at any time an "Initial Concerns Record Form" will be completed and the class teacher will discuss this with the parents and the SENCo.

Provision for pupils with SEN/D (SEN/D Support) is carefully matched to group and individual needs, following a review of progress. This is recorded in a school provision map which is reviewed at least termly. There is an emphasis on flexibility and early response.

Progress of groups and individual pupils is tracked through pupil progress meetings and through intervention reviews. For children with a level of need requiring support above that ordinarily available, or children who have an Education and Health Care Plan, an ISP will be designed to meet short term outcomes. This will be reviewed termly.

Baseline assessments are made at the start of any intervention, and pupils are reassessed at the end to measure the impact. A decision is then made to:

- Discontinue the intervention.
- Provide an alternative intervention.
- Provide a similar intervention.

Where possible the interventions are evidence-based, with a proven research basis for their effectiveness. Examples of interventions currently used include Read, Write, Inc.

It is the responsibility of the class teacher to provide evidence of progress. In addition, staff running additional interventions are expected to record outcomes throughout the programme, and provide a summary of progress at the end of the programme.

Osidge implements Barnet Local Authority's Local Offer, which is a description of what is ordinarily available in local schools to support children with a range of SEN/D. The school receives funding to provide additional support from its delegated budget, which then used to meet the needs of the majority of children with SEN/D.

INVOLVING EXTERNAL AGENCIES

Where the school considers that an external professional or agency should be involved, this will be discussed with the family. Contents of referral forms and letters will be shared with parents prior to referral on request.

The school may request permission to refer to one or more of the following agencies mentioned below this paragraph. Referral processes vary slightly between agencies and across Local Authorities.

The agencies could be:

- **Health** – Health Visitor, School Nurse, Child Development Clinic, Audiology, Speech and Language Therapy, Occupational Therapy and Physiotherapy. A referral to CAMHS or Barnet Integrated Clinical Services (BICS).
- **Education**–Educational Psychology, Specialist Team (advisory teachers for SEN/D).
- **Social Care** – Early Help team or MASH (Multi-Agency Safeguarding Hub).
- Any advice received will be shared with the SENCo and family and incorporated into the provision for that pupil. The impact will be measured through regular pupil progress meetings, monitoring of targeted interventions and through discussions with families.

A small minority of children have needs that cannot be fully met from the school's available resources (delegated budget) or through the Local Offer. In these cases the school or parent can make a request for additional funding from the local authority's high needs block funding via an Education and Health Care Plan (EHCP).

Further information for parents wishing to request assessment for an Education and Health Care Plan for their child is available from the SENCo.

SUPPORTING PUPILS AND FAMILIES

The school works closely with families and other agencies to ensure the child and family are supported. Parents should refer to the LA Local Offer for information and support and to access links with other agencies. This is available on our website together with Admission arrangements.

Transition into the school, from class to class, across key stages, and onto secondary school is managed very carefully for all children, especially those with SEN/D. Close links are maintained with local schools and transition arrangements are in place to ensure continuity of learning when pupils change schools.

Parents/carers are the most important partners in the effective working relationship with the school in raising their child's attainment. We fully involve parents and carers in the identification of additional needs, assessment and decision-making processes at school.

Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing where necessary the Individual Plan.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision. Arrangements for pupils with medical conditions are dependent on the individual needs of the child. The school liaises closely with the school nurse and other health professionals to ensure that medical care plans are up to date and medication is available in school. We have a large number of staff who are trained First Aiders and staff will undertake additional medical training as required.

For further information, refer to the Managing Medical Conditions policy.

How does the school include children in activities and educational visits?
The expectation at Osidge School is that children with SEN/D will have the same opportunities to engage in school activities as children who do not have SEN/D and every effort will be made to ensure that this takes place.

We will work with parents to ascertain the best way to support the child, in school, on school trips and on school residential trips. For some children, additional support and/or alternative travel arrangements may be required e.g. an additional member of staff or parent present. An individual risk assessment may be carried out if required. School staff will discuss arrangements with parents of children with SEN/D for activities and educational visits if alternative arrangements are to be put in place.

Access arrangements are made and preparation begins well in advance for some pupils. This might include the use of visual support and social stories, so that there are no surprises on the day. Classes or groups travel with appropriate staff/pupil ratios, including parents/carers where necessary. The SENCo may also be consulted for advice on supporting children with SEN/D to have access to activities or educational visits.

TRAINING AND RESOURCES
Training and Resources Provision for SEN/D is funded in several different ways. The to respond to the strengths and needs of all pupils, all staff are required to undertake training and development. Some training is generic, and addresses high incidence needs such as speech and language difficulties; other training is bespoke to meet the needs of individual members of staff and the children they are working with.

MONITORING AND EVALUATION OF SEN/D
The school regularly and carefully monitors and evaluates the quality of provision offered to all pupils, including those with SEN/D. This is done in a variety of ways including lesson observations, pupil progress reviews, seeking views of parents, open school events and seeking views of pupils through school council and through annual reviews of pupils with an EHCP.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

ROLES AND RESPONSIBILITIES

Role of SEN/D Governor

The Local Governing Committee has appointed a named SEN/D Governor, who challenges the school to secure necessary provision for any pupil identified as having special educational needs, through termly meetings with the SENCo.

The SEN/D Governor will ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively, and reports back to the Local Governing Committee.

The Local Governing Committee has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Local Governing Committee will review this policy annually.

Role of the SENCo

- Overseeing the day-to-day operation of the school's SEN/D policy. Coordinating provision for children with SEN/D and deploying Teaching Assistants effectively to support children's needs.
- Liaising with and advising class teachers. Overseeing the records of all children with SEN/D. Liaising with parents and carers of children with SEN/D.
- Contributing to the in-service training of staff.
- Liaising with local nursery providers and secondary schools so that support is provided for pupils' transition between settings.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Coordinating and developing school-based strategies for the identification and review of children with SEN/D.
- Maintaining and monitoring a Provision Map which details the various programmes and arrangements in place to meet identified needs.

Role of the Teacher

Every teacher is expected to take responsibility for meeting the learning needs of all children in their care and to differentiate the curriculum appropriately. The SENCo will provide guidance and support for staff as they work towards these aims and will help staff to become aware of their children in light of the whole school policy for SEN/D.

- The teacher is responsible for Understanding and following the SEN/D policy.
- Assessing and identifying children's needs.

- Implementing ISPs for children at SEN/D Support or with an EHCP.
- Providing High Quality First Teaching including differentiating work and delivering time-limited interventions.
- Keeping regular dated records and evidence.
- Liaising with parents, Teaching Assistants (TAs), support teachers, Mealtime Supervisors (MTS), PPA cover teachers and external agency contractors, SENCo and Head Teacher.
- Accessing and organising appropriate resources with support from the SENCo Liaising with external advisors as appropriate e.g. Advisory Teachers, therapists etc.

The Role of the Teaching Assistant (TA)

We have a large team of teaching assistants who work in various capacities across the school. Some work exclusively with individual children or small groups, while others work as general class teaching assistants. Some fulfil both roles.

The Teaching Assistant is responsible for:

- Understanding and following the SEN/D policy.
- Liaising with class teachers, SENCo, Teaching Assistant Line Manager and Head Teacher.
- Contributing to and following each individual child's ISP.
- Encouraging children's independence and problem-solving skills.
- Keeping their own records to inform reviews and ISPs.
- Implementing strategies and ideas from Professional Development training into practice and sharing their good practice with colleagues.
- Assisting with SEN/D administration e.g. filing, display, record keeping.

STORING AND MANAGING INFORMATION

Information Records for children with SEN are stored and maintained by the SENCo. Paper information is stored in a locked cupboard, while electronic data is stored securely on the school's network.

Information is shared with staff working with children on a need-to-know basis. Class teachers and support staff are responsible for storing any documents shared in a secure place.

COMPLAINTS PROCEDURE

If parents/carers have a complaint concerning provision for their child, they should discuss this first with the class teacher. If the matter is unresolved, it should be

referred to the SENCo and/or Head Teacher. Should the matter still be unresolved, the parents/carers should follow the school Complaints Procedure.

REVIEWING THE POLICY

This policy was written in response to the new SEN/D Code of Practice 2015. It will be reviewed at least annually. It has been compiled with reference to the Special Educational Needs Code of Practice (DfES, 2015), the SEN/D and Disability Act (2001), the Disability and Discrimination Act (2005) and Every Child Matters: Change for Children (DfES 2004).