



Special Educational Needs Policy Oaklands School October 2023

Rationale

Oaklands is a special school providing for students with severe learning difficulties, profound and multiple learning difficulties and including autistic students who also have severe learning difficulties. Severe learning difficulties can also encompass the following additional needs: Physical disabilities, medical conditions, visual and/or hearing impairment, challenging behaviour, language and communication difficulties. At present we have a class of students in keys stages 2,3 &4 who have only moderate learning difficulties in terms of their literacy and numeracy skills.

All students at Oaklands School have an education healthcare Plan which describes their Special Educational Needs and the provision required to meet those needs.

Aims

- To ensure accurate identification and assessment of students special needs
- To ensure that the students individual needs are met

Objectives

- ◆ To promote the spiritual, moral, cultural, mental and physical development of all students.
- ◆ To create a school community in which each individual is valued and enabled to play a full part in school life.
- ◆ To enable each individual to maximise their potential for learning by using a range of teaching strategies to suit their individual learning style.
- ◆ To teach communication skills using the strategies advised by the pupil's speech and language therapist.
- ◆ To meet students physical and sensory needs so that they are able to access learning
- ◆ To ensure all students have access to a relevant, broad and balanced curriculum suited to their individual needs and to prepare them for adulthood
- ◆ To provide each individual with a safe, stimulating, challenging, supportive and positive learning environment.

- ◆ To encourage parents to support the work of the school and to use the strategies used in school at home through homeworking activities.
- ◆ To facilitate the development of self-advocacy.
- ◆ To ensure equal opportunities are promoted for all.

Definitions

Severe learning difficulties. Children with severe learning difficulties (SLD) are likely to find it difficult to understand, learn and remember new skills. As a result, they will have problems with both the acquisition of skills and their application to new situations.

profound and multiple learning disability (PMLD) is when a person has a severe learning disability and other disabilities that significantly affect their ability to communicate and be independent. Someone with PMLD may have severe difficulties seeing, hearing, speaking and moving.

Autism is a developmental disability significantly affecting verbal and non-verbal communication and social interaction.

Responsibilities

The Head teacher is responsible for ensuring all student's needs are met and for liaising with and reporting to the Local Authority to ensure that sufficient services are commissioned to meet student's needs.

The school Senco is responsible for reviewing EHCPs annually and for ensuring that the provisions set out in such EHCPs are available in school. Heads of Schools and Assistant Heads are responsible for monitoring classroom practice to ensure classroom practice meets students identified needs.

Class teacher are responsible for carrying out continuous assessment for students so that they develop an in-depth understanding of individual learning needs. They are responsible for planning classroom activities to ensure students identified needs are met, that specialist strategies are used to enable students to access learning, that therapy programmes are incorporated in classroom activities, and that support staff are deployed to support student progress.

Therapists are responsible for delivering the provision in EHCPs as stated and for ensuring that programmes are available for staff to use to meet identified needs.

Teaching support staff are responsible for ensuring that they support students according to their plans and programmes under the direction of the class teacher.

Procedures/practice

Individual student information

- All students have an Individual Education Plan
- Where necessary students have a Positive Intervention Plan
- Where necessary students will have an Individual Risk Assessment
- Where necessary students will have a Medical Care Plan
- Where necessary students will have a Moving and Handling Plan

Meeting individual Therapy Needs

All pupils have an Education Healthcare Plan which indicates their identified and assessed needs and the provision required to meet those needs. The therapy provision in Education Healthcare Plans will be delivered by the Local Authority commissioned therapy services.

All speech and language, occupational and physiotherapy plans will be carried out as indicated throughout the school day. The school allocation of therapy hours is reviewed and shortfall reported annually to the LA commissioners.

All pupil information, including therapy programmes, is stored in named individual folders on the school network in the U Drive.

Admissions

Admissions are a matter of close liaison between the parent, the school and the relevant LA. Parents, the LA, the school and other professionals will advise on the appropriateness of our provision for the students' needs. (For further information see the school admissions policy)

Curriculum

The curriculum at Oaklands School is designed to meet the range of individual needs and provides entitlement, progression and achievement. This is ensured through the use of our planning cycle (For more information see the school Curriculum Planning Assessment and Recording Policy)

Principles of teaching and learning

All students have a severe learning difficulty, and all staff are aware that learning takes place at a different pace from their peers, and often in a non-hierarchical fashion. Expectations are realistic but challenging. We encourage students to learn through a variety of specialist techniques and strategies including intensive Interaction, visual strategies, Makaton signing, Picture Exchange communication System, multi-sensory approaches and through the use of structured independent work, individual, and group work. Much work is practical rather than written in line with learning styles. All work is individually designed according to student need.

Staff training

Appropriate staff training is undertaken to ensure that staff are given the appropriate skills to meet the needs of the students. Training is provided for all teaching and non-teaching staff through school based training days, day courses, twilight courses and staff and department meetings.

Additional Support & resources

- The Careers service “Connexions” provides the school with a personal advisor who provides support to pupils in year 13 and 14 in making college applications.
- The school healthcare assistant provides medical care for students on the CCG nursing caseload. The School nursing team provide support to students not on the CCG caseload.

- The school employs a music therapist two days a week available to pupils who are identified to benefit from this approach.
- The school employs three manual handling assessors, 3 team teach trainers, 2 makaton tutors, a TEACCH trainer, a team of job coaches to support work experience.
- Peripatetic Teachers for visual and hearing impairment visit the school regularly
- The school receives support from an educational psychologist for 4 sessions per term.

Health and safety

Pupils with medical needs, physical needs and/or challenging behaviour have a risk assessment indicating how their needs can be met safely in different contexts. All activities whether on school premises or in the community are risk assessed to ensure that pupils needs can be met safely.

Staff will be trained in all aspect of managing student's programmes.

Assessment, monitoring and evaluation

Annual Reviews

An Education Healthcare Plan is a legal document, which sets out the students' educational needs, and the provision required to meet these. It is reviewed annually.

The students' progress is monitored and recorded so that a detailed written report can be presented at the Annual Review.

The purpose of the annual review is to review the provision made in the Education Healthcare Plan and to make an assessment of the students' progress. Parents, carers and other professionals will be invited to attend the annual review. Students will be present for all or part of their annual review where appropriate.

Short term outcome's set at annual reviews will take into account the long term outcomes in the Education Healthcare Plan and are discussed with teachers, parents and students. Target setting will always build upon students existing strengths. Short term outcomes set at the annual review form the students' IEP which will be reviewed termly.

Cross reference

Please see also Equal Opportunities Policy, health and safety policy, curriculum policies, Assessment Policy.

Signed by Chair of Committee:

Print Name:

Date: