SPECIAL EDUCATIONAL NEEDS POLICY

Latest version:	**September 2026**	Review period:	1 year
Date of next review:	July 2027 Reviewed July 2026	Owner:	Vice Principal for Inclusion/SENCO
Type of policy:	Academy	Approval level:	Regional Board

Aims:

The school creates a challenging learning environment with an atmosphere of encouragement, acceptance and respect for achievements and sensitivity to individual needs, in which all pupils can thrive.

-

-

We strive to ensure that:

- all children have access to the full range of the curriculum
- all children have the opportunity to, are expected to, and are seen to contribute usefully to the life and work of the school
- all children, irrespective of ability, are encouraged to develop an awareness and respect for individual differences.

Definition of special Educational Needs

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE) states the following as a definition of Special Educational Needs:
A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person have a learning difficulty or disability if he/she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability, which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post- 16 institutions

Special educational provision means:
For children aged two or more, special educational provision is educational or training provision that is ***additional to or different from*** that made generally for other children or young people of the same age in mainstream schools, mainstream post-16 institutions or by relevant early years providers.

Special Educational Needs Provision
As a mainstream school, Oriel Academy is proud of the work it does to support the learning of pupils with a broad range of Special Educational Needs. Oriel Academy is an inclusive setting that welcomes all pupils regardless of their abilities.

As laid out in the SEN Code of Practice 0 – 25 years, Oriel Academy defines SEN under 4 main categories:

- Cognition and learning issues
- Communication and interaction difficulties
- Physical difficulties and medical needs
- Social, emotional and mental health difficulties

Oriel Academy considers the need of the whole child when planning support and uses these categories to help determine the type of support that would be most beneficial. Our expertise in these areas are general rather than specific and we do not have the capacity or the specialist provision needed in order to support students with complex Special Educational Needs.

Categories of Special Educational Needs

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE) defines two categories of SEN:

- SEN Support
- Education Health and Care Plan (Currently Statement

The SEND Code of Practice (2015) recognises four broad areas of need:

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

The Special Educational Needs, Disability and Alternative Provision- right support, right place, right time document (March 2023) refers to how:

- Schools should be inclusive in their approach where everyone can strive.
- Schools should support the early identification of needs through an evidence based approach with targeted support

Role of the Vice Principal for Inclusion/SENDCo

At Oriel Academy the special needs coordinator is responsible for

- overseeing the day-to-day operation of the School's SEND Policy
- liaising with and advising colleagues
- coordinating provision for children with special educational needs
- having an overview of Teaching Assistants, with class teachers, looking at their deployment and effectiveness of enhancing pupil progress
- maintaining the school's SEND provision map, Additional Educational Needs register and overseeing the records on all pupils with special educational needs
- helping teaching staff to identify pupils with SEND and carry out observations and assessments
- help with the identification of specific barriers pupils may have to learning
- liaising with parent/guardian of children whose special educational needs require outside intervention.
- contributing to the in-service training of staff
- liaising with external agencies including the Early Intervention Service (EIS), Educational Welfare Service, medical and social services and voluntary bodies, and to attend regular meetings with them (as required)
- acquiring, managing and reviewing resources and advising upon their suitability
- managing the SEND budget
- help class teachers implement recommendations given by outside agencies and offering strategies and resources for support.
- report to outside agencies involved with pupils with SEND on their progress and take advice on the way forward.
- Monitor the effectiveness of interventions and track the progress of SEND pupils

Role of the Class teacher

The class teacher has daily responsibility for the welfare and educational provision of all the children in his or her class. The Class Teacher has a central role in recognising when a child has special educational needs, of initially assessing those needs and bringing them to the attention of the SENDCo and the child's parents.

The Class teacher will offer:

- a variety of teaching styles and strategies, to provide for class, group and individual situations
- planning a curriculum which is adapted and offers learning experiences to match

the level, pace and style of pupils, ensuring that progress is of optimum speed
- both formative and summative assessment and recording procedures which take account of pupils' linguistic and cultural background
- classroom management skills that create a calm and purposeful classroom.
- effective liaison and deployment of additional teachers and teaching assistants.
- provide children with the opportunity at all levels to access a curriculum which is knowledge and skills based in its approach
- work with parent/carers to find the best way forward for their children.

Support staff:

Role of the Teaching Assistant (TAs) /Learning Support Assistants (LSAs)

The school employs TAs and LSAs to help the teachers meet the needs of all children but especially those with SEND. They support by working directly with that child or by working with the class to enable the class teacher to work with SEND pupils.

Children with an Education Health Care plan may have a TA allocated to them. They will support children to meet their targets with advice from the SENCo, with input from parents, children and themselves. If necessary, they will withdraw the child or group of children from the class to work with them 1:1 or otherwise they will support the child or children in the class. They will have regular meetings with the SENDCo and class teacher in order to monitor their role, children's progress and check that their timetable is manageable and efficient.

Role of the Parents

At Oriel Academy, education is seen as a partnership between school and home. The relationship between parents of children with special educational needs and the school has a crucial bearing on the child's educational progress and the effectiveness of any school-based action. Parents hold key information and play an active and valued role in their child's education. Parents will be kept fully informed by verbal reports during parents' consultation evenings of any extra help or Interventions that their child may be receiving.

Role of pupils

It is our philosophy that pupils become more engaged in the learning process and their part in it. When they are involved in making decisions and planning the way forward they develop a clearer understanding of their difficulties and what they need to do to improve. It is our aim to involve the pupils much more with their learning by:

- inviting pupils with an Education Health Care Plan to contribute to their annual review and discussing targets set with their parents
- giving frequent praise when the pupils make small-step progress towards targets.

Identification of Special Needs

At Oriel Academy we recognise the importance of early identification, assessment and provision for any child who may have special educational needs. The school's policy for assessment ensures a methodical approach to identifying children with SEND at an early stage.

If a child's class teacher in consultation with parents concludes that a child may need further support to help their progress, the teacher seeks the help of the SENDCo.

The SENCo then takes the lead in any further assessment of the child's particular strengths and weaknesses; planning future support for the child in discussion with colleagues, monitoring and subsequently reviewing the action taken. The child's class teacher remains responsible for working with the child on a daily basis and for planning and delivering a differentiated programme of work designed to meet the child's particular need. Parents are always consulted and kept informed of action taken and their support in working with the child at home on specific, identified strategies agreed on sought.

At the review stage if children are not making expected progress the SENDCo along with parents can make referrals for pupils to external Specialist teachers and/or Educational Psychologists They may be able to assess, offer advice, strategies and recommendations for the pupil. At Oriel, these recommendations will be used to inform planning, differentiation, interventions and they will be used to write Additional Support plans for the pupil.

A graduated response summarises the steps we take to ensure that a child receives the support they need.

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems
1	Universal provision	Adaptive teaching Assessment for Learning	Year team
2	Early intervention support	In addition to stage 1 • Support in class through small group , cut-away groups and intervention groups	Year team
3	Targeted, additional support	In addition to stages 1 and 2. • Additional group or individual programmes • Evidence based interventions • Concern sheet completed and sent SENCo • Refer/add to provision map for appropriate support.	• SENCo made aware. • Decision made on addition to SEN register • Addition to class profile if added to the SEN register Year team/SENCO
4	Targeted intense, additional support	In addition to stages 1-3 • Multi-professional support • Consider request for EHC plan	• SEN register • Addition to class profile with targets • Provision map
5	Provision over and above stage 4	In addition to stages 1-4 • Education Health Care Plan • EHCP review annually • Multi professional support. • Pupil passport	Annual review meeting Pupil passport Year team

Statutory Assessment and Education Health Care Plans

The needs of the great majority of children who have special educational needs will be met effectively through Quality first teaching and interventions, without the statutory involvement of the local education authority. However, in a minority of cases, the SENDCo, along with the parents can make a request to the LEA for a Statutory assessment for an Education Health Care plan.

The school or the parents can request formal assessment. Full consultation between school and parents must take place prior to such a request.

The LEA will then consider whether to issue a notice to the parents that the LEA proposes to make an assessment. Advice is sought from a variety of agencies such as parents, school, the health authority, the educational psychologists, social services and the education welfare service. Based on this advice, the LEA SEND Panel decides whether an Education Health Care plan should be written.

All Statements will be reviewed and will go through a conversion process into Education Health Care plans in accordance with national SEND reforms by March 2020.

Annual reviews

An LEA must review an Education Health Care Plan (EHCP) within 12 months of making the EHCP or of the previous review. At this meeting, consideration is given to whether the EHCP should continue, and whether provision/strategies should be amended or maintained. It should set new long term objectives/outcomes for the following year. All relevant professionals are invited to attend or submit a report. Parents and the child are also invited and asked to give their views.

HOUNSLOW'S LOCAL OFFER

The London Borough of Hounslow's local offer can be found on its designated website:

http://www.hounslow.gov.uk/send-local-offer

The website holds a great deal of information relating to education, health and care services on offer within the local authority area. The links on the page offer access to many documents that outline the county's processes and systems all relating to SEND.

School's Local Offer

In response to the statutory requirement to provide a SEND Information Report, the school has also published its own local offer on the school website. Please see

- Special Educational Needs and Disability and Inclusion Information Report

COMPLIANCE

This policy complies with the statutory requirement laid out in the Special educational needs and disability code of practice: 0 to 25 years (DfE, 2015):

The Special Educational Needs, Disability and Alternative Provision- right support, right place, right time document (March 2023)

The following documents and guidance were referred to when writing this policy:

The Special Educational Needs and Disability Regulations (DfE 2014)

The Equality Act 2010 and Schools (DfE 2014)

Schools SEN Information Report Regulations

2014

Schools SEN Information Report Regulations

2014

Statutory Guidance on supporting pupils at school with medical conditions (*DfE 2014)*