



Oscar Evans
Individual Development Plan

This report:

- Highlights key elements of Oscar's IDP which have not been delivered-
[Section One](#)
- Explains how the family wish the above to be delivered- describing what 'Good' looks like
- Explains in detail how each of these elements is especially important to Oscar and commensurate with his academic, interpersonal and intrapersonal needs-[Section Two](#)
- References the relevant legal frameworks supporting Oscar's and his family's rights-[Section Three](#)

Request

The family request that Oscar receives support from a dedicated and named Teaching Assistant for the 65% one-to-one allocation.

The family also request that they meet with this TA once a fortnight at a mutually convenient time.

Regular meetings with Oscar's Teaching Assistant are vital because they create a **continuous feedback loop** between home and school. This ensures that:

- Oscar's learning is personalised
- His emotional and sensory needs are met
- Support strategies are coordinated and consistent
- His strengths and interests are nurtured
- Any concerns are addressed early and thoughtfully

This collaboration ultimately helps Oscar **grow academically, socially, and emotionally**, giving him the best chance to flourish both in school and in life.

Such meetings are best practice.

Section One

Elements of the current IDP which have not been delivered and need to be so

1) Social stories & scripts shared with home

What the IDP says

“School proposes facilitating targeted intervention for Oscar to co-create social stories... Copies of the social stories will be printed (along with script) and shared with home...”

What good looks like

- A timetabled intervention (e.g., 2×30 minutes weekly) with a responsible adult named; scripts and visuals sent home after each new story; quick home–school check-ins to adapt stories. This aligns with the ALN Code’s person-centred planning and clear ALP specification and delivery.

Likely impact of non-compliance

- Without consistent social stories (and copies at home), Oscar loses rehearsal of language and responses in tricky situations; this can increase anxiety, dysregulation, and behaviour viewed as “non-compliant” when it is actually unmet need. Reduced generalisation across settings can also stall social-communication progress. (Parents should be actively involved; lack of sharing undermines that.)

What we ask for now

- A *named* staff lead; fixed weekly dosage; a simple “create–share–review” workflow; include the schedule and sharing expectation **in Section 2** of the IDP and review fortnightly for 6 weeks.

2) Checking communication of wants/needs & providing opportunities to support him to do so.

What the IDP says

“Adults working with Oscar will need to check that he is communicating his wants and needs and provide appropriate opportunities and support for him to do so.”

What good looks like

- Regular communication checks (e.g., visual choice boards, sentence starters, communication partner techniques) embedded across the day, tracked in a simple log; adjustments are part of the ALP.

Likely impact of non-compliance

- Needs go unmet → escalation into distress or behaviour used to communicate; increased anxiety and reduced engagement; missed curriculum access (breaching duty to secure ALP in the IDP).

What we ask for now

- Specify the *mode* (e.g., visuals/choice boards), *frequency* (e.g., before transitions, at task start/finish), and *data capture* (brief daily tick-sheet) in the IDP.

3) Structured peer play with adult mediation (pairs, sharing, turn-taking)

What the IDP says

“Oscar will be given opportunities for structured play with peers... regular social interactions that include mediation, teaching, and modelling by an adult. Adult support to mediate working in pairs, sharing and turn taking.”

What good looks like

- Planned sessions (e.g., 2× per week) using explicit teaching/modelling, visual rules, and clear success criteria; adult notes progress and next steps.

Likely impact of non-compliance

- Social understanding is left to chance; increased peer conflict/misunderstandings/microaggressions; reduced sense of belonging; knock-on effects on self-esteem and readiness to learn.

What we ask for now

- Insert a weekly timetable and a simple progress rubric (e.g., turn-taking 1–5 scale) into the IDP and share half-termly summaries with home.

4) Movement breaks/jobs when focus dips (especially afternoons)

What the IDP says

“Sometimes, Oscar may find it challenging to focus in the afternoon... Oscar can still have movement breaks if needed and adults will recognise when this is the case. They will sometimes provide him with a ‘job’ which involves movement...”

What good looks like

- Proactive sensory regulation plan with **scheduled** movement breaks (e.g., every 10-20 mins in afternoons) plus flexible “on-cue” breaks; a menu of regulating jobs/activities; staff trained to notice precursor/antecedent signs.

Likely impact of non-compliance

- Rising agitation/fatigue → reduced attention, task avoidance, or distressed behaviour; academic under-performance; negative feedback loops that harm self-worth and attendance.

What we ask for now

- Convert “as needed” to **scheduled + responsive** breaks written into the IDP, with a simple record sheet.

5) Curriculum communication to parents (per CCP)

What the IDP says

Oscar's CCP says that "teachers led by (NAME) will keep parents informed of curriculum content."

This has happened just once in six months." We have supplied a Home-School Link-Book but its use has been declined. The current process is undifferentiated to the needs of an autistic child and not fit for purpose.

What good looks like

- Regular, predictable parent comms (e.g., half-term curriculum overview; weekly bullet points of upcoming concepts/vocabulary) to enable home reinforcement and reduce uncertainty for Oscar.
- Communication of Oscar's targets and progression towards them- with appropriate short-term targets and integral monitoring through success criteria based on probe data points in both English and Maths.
- Linked into ABA and reward/confidence building protocols.

Parent involvement is integral to IDP processes.

Likely impact of non-compliance

- Home cannot preview/prime key content; increased anxiety around unknown tasks; missed opportunity for person-centred collaboration required by the ALN system; monitoring inadequate; home cannot hold school to account for non-delivering of contractual provision.

What we ask for now

- Agree a simple cadence through using the home provided link-book (e.g., Friday "next week's learning" email) and add this expectation to the IDP's *arrangements* section.

6) Allow and interpret stimming

What the IDP says

“Stimming behaviours should be allowed and ignored, while noticing what message they are conveying (excitement, stress).”

What good looks like

- Staff consistently **permit** self-stimulatory behaviours (unless unsafe), use them as information about arousal state, and adjust demands or offer regulation accordingly—documented in a *sensory/emotional regulation plan*.

Likely impact of non-compliance

- Suppressing stims heightens stress and leads to meltdowns/shutdowns; undermines trust and increases school-based anxiety; reduces access to learning.

What to ask for now

- Name ‘permitted’ stims, staff responses, and “if-then” adjustments; integrated into the regulation plan and train all adults.

Section Two: how these requirements fit Oscar's needs

Why Social Stories are especially important to Oscar

- Social stories are especially important for children like **Oscar**, because they give him a clear, calm, and visual way to understand situations that might otherwise feel confusing, unpredictable, or overwhelming. Since Oscar is on the autistic spectrum and loves concrete, structured information, social stories play directly to his strengths.

Here's why they matter so much for him:

1. They make everyday situations predictable

- Children on the autism spectrum can feel anxious when they don't know what's going to happen next. A social story lets Oscar *see* the sequence of events step-by-step — whether it's going to school, visiting a farm, or using technology in class.
- This reduces stress and helps him feel more in control.

2. They explain social rules in a gentle, literal way

Oscar processes information best when it's:

- concrete
- visual
- free from hidden meanings

Social stories explain things like:

- how to ask for help
- how to share space with classmates
- what to do when he needs a break
- This helps him understand the *why* behind behaviours, without pressure.

3. They support emotional regulation

A social story can walk him through tricky moments, such as:

- loud noises
- changes in routine
- waiting his turn
- By preparing him in advance, he builds confidence and coping skills.

4. They build independence

- Because social stories show Oscar what to expect and what to do, he becomes less reliant on adults for reassurance.

He can use the story as a reference whenever he needs it.

5. They use his strengths — visuals, routines, and clear language

- Social stories work brilliantly for children who:
 - love routine
 - feel calmer with visual cues
 - like to know the steps before starting something
- That fits Oscar perfectly, especially given his interest in structured things like farm machinery and computers.

In summary

Social stories help Oscar:

- understand
- prepare
- feel safe
- and succeed
- They turn confusing moments into manageable ones — and help him enjoy the world with more confidence

Why it's crucial to check Oscar's wants and needs

Especially because of his limited expressive language...

Children like Oscar, who have difficulty expressing themselves verbally, experience the world in a very different way. He *knows* what he wants, how he feels, and what he needs—he just cannot always *say* it. That makes regular checking-in absolutely essential.

Here's why:

1. It prevents frustration and emotional overload

Because Oscar cannot always express himself using words, he may experience:

- frustration
- anxiety
- meltdowns or shutdowns
- withdrawal

Checking his wants and needs gives him a safe alternative to express himself *before* things escalate. It keeps him calm, emotionally regulated, and understood.

2. It helps him feel secure and valued

Children with limited expressive language often feel “left out” of conversations and decisions.

By checking in with him:

- you show him that his feelings matter
- he learns that people listen to him
- he gains confidence in communicating

This strengthens his sense of belonging and emotional safety.

3. It reduces guesswork and misunderstandings

Oscar may try to communicate through behaviour instead of words—for example:

- walking away
- crying
- pushing things away
- becoming quiet

These behaviours can be misread.

By checking in, you reduce misinterpretations and help him communicate in a more positive way.

4. It supports the development of communication skills

Every time you ask Oscar about what he wants or needs, you are:

- modelling language
- giving him opportunities to practise
- showing him new ways to express choices

This could be through:

- pictures
- gestures
- pointing
- simple words
- AAC (Augmentative and Alternative Communication)
- Zone of regulation charts

Regular checking strengthens his expressive language pathway.

5. It helps him build independence

When Oscar is encouraged to communicate his wants and needs, even in small ways, he learns:

- “I can make choices.”
- “I can ask for what I need.”
- “I have control over my world.”

This builds lifelong self-advocacy skills.

6. It keeps routines smooth and reduces anxiety

Oscar thrives on predictability and support.
When his needs are checked regularly:

- transitions become easier
- he feels safe
- routines run smoothly
- he knows someone is there to help

This is vital for his emotional wellbeing.

In summary

Checking Oscar's wants and needs is important because it:

- reduces frustration
- increases emotional safety
- prevents misunderstandings
- builds communication skills
- supports independence
- helps him feel heard and valued

It ensures Oscar has a voice—**even when he can't always find the words.**

Why structured peer play and collaboration with adult mediation are especially important to Oscar

Especially important for children with communication differences and social-interaction challenges...

Structured peer play/collaborative activities with an adult guiding the interaction isn't just helpful for Oscar — it's essential to his social, emotional, and communication development. Because he has **poor expressive language skills**, he needs extra support to understand social expectations, manage play, and connect with other children in a positive way.

Below are the key reasons.

1. It helps Oscar understand *how* to play with others

Social play involves:

- turn-taking
- sharing ideas
- responding to another child's actions
- understanding the "unwritten rules" of play

These skills don't always come naturally for children with communication difficulties.

Adult mediation provides:

- models of what to say
- prompts for turn-taking
- simple explanations of what peers are doing
- reassurance when he becomes unsure

This helps Oscar learn the *structure* of social interaction in a safe and supported way.

2. It prevents misunderstandings and reduces frustration

Because Oscar cannot always express himself well with words, he may:

- walk away
- use behaviour to communicate
- become overwhelmed
- be misinterpreted by peers

An adult can step in to:

- clarify Oscar's intentions
- translate his gestures or attempts to communicate

- help peers understand him
- prevent small misunderstandings from turning into conflict

This keeps interactions positive and successful.

3. It builds Oscar's confidence with other children

Peer play can be unpredictable.

For Oscar, unpredictability can be scary or confusing.

With an adult by his side:

- he feels safer trying new interactions
- he has support if he becomes stuck
- he learns that social situations are manageable
- his confidence grows over time

This scaffolding allows him to take part without feeling lost or anxious.

4. It supports his expressive language development

Structured peer play gives Oscar a natural, meaningful reason to communicate.

But because communication is hard for him, he needs help.

An adult can:

- model simple language for him to copy
- offer visual supports (gestures, pictures, choices)
- pause the play so he has time to respond
- help him practise essential social phrases

This turns playtime into language-building time.

5. It teaches Oscar the skills needed for true friendships

Friendships require:

- shared attention
- mutual enjoyment
- problem-solving
- cooperation

Children with communication differences often struggle to learn these skills without guidance.

Adult-mediated play and collaborate working helps Oscar:

- stay engaged
- practise joint play themes
- navigate disagreements
- build positive memories with peers

These are the foundations of long-term social relationships.

6. It creates a predictable routine that lowers anxiety

Oscar thrives when he knows:

- what to expect
- what the rules are
- how the activity works

Structured play sessions give him:

- clear routines
- visual boundaries
- calm adult support

This reduces anxiety and enables him to enjoy the interaction instead of worrying about what might happen next.

In summary

Oscar needs structured peer play with adult mediation because it:

- teaches him the rules of social play
- reduces misunderstandings caused by limited language
- supports communication development
- keeps him calm and reduces anxiety
- helps him practise real social skills
- builds his confidence and independence with peers

With this support in place, Oscar can experience success, enjoyment, and meaningful connection during play and collaborative working — which is vital for his overall development.

Why movement breaks and classroom jobs matter for Oscar

Oscar, as a child on the autistic spectrum who loves structure, hands-on activities, and concrete tasks (like farm vehicles, animals, and computers), benefits greatly from two key supports in a classroom:

1. Movement Breaks

Movement breaks are brief, planned opportunities for Oscar to get up, move around, and reset his body and mind. They support him in three major ways:

Regulating sensory input

Children on the autistic spectrum often experience sensory overload or under-stimulation. Movement helps Oscar:

- “reset” his sensory system,
- release built-up tension,
- avoid becoming overwhelmed or fatigued.

Improving focus and engagement

After a short physical break, Oscar is more likely to:

- return to tasks with better concentration,
- feel calmer and more organised,
- engage more confidently in learning.

Preventing frustration or emotional overload

Movement breaks act as early intervention. They help Oscar manage feelings before they escalate, making the classroom feel safer and more predictable.

Supporting motor development

Because Oscar enjoys physical, practical activities, movement is not just regulation — it’s also learning. These breaks strengthen:

- balance,
- coordination,
- body awareness.

2. Classroom Job Opportunities

Classroom jobs give Oscar meaningful roles and responsibilities — something autistic children often thrive on because they add structure, purpose, and predictability.

Building confidence and independence

Jobs such as:

- handing out books,
- helping with the computer trolley,
- tidying resources,
- feeding a class pet (if there is one!)
give Oscar chances to succeed every day.

These tasks reinforce:

- "I'm capable,"
- "I'm trusted,"
- "I know what to expect."

Supporting routine and reducing anxiety

Oscar responds well to clear sequences and expectations. A weekly or daily job becomes part of his predictable rhythm, lowering the stress of transitions or unstructured moments.

Encouraging social interaction without pressure

Jobs often involve brief, functional interactions — exactly the kind many autistic children prefer. For example:

- "Here are your books."
- "Can you pass me the pencils?"
This builds confidence in a natural, safe way.

Allowing him to use his strengths

Oscar likes practical, hands-on tasks (farm machinery, technology, animals). Classroom jobs let him channel those strengths into helpful contributions, which increases motivation and pride.

Why These Two Supports Matter *Together*

Movement breaks + classroom jobs give Oscar:

- **a reliable structure** for daily success
- **opportunities to regulate his emotions and sensory system**
- **a sense of belonging in the classroom**
- **confidence through meaningful contribution**
- **reduced stress and increased readiness to learn**

For a child like Oscar, this combination can be transformative — helping him feel safe, capable, and understood.

Why short-term targets with clear success criteria and data probes matter for Oscar

Short-term, measurable learning targets are essential for Oscar because they give him a structured, predictable, and achievable roadmap. For a child on the autistic spectrum who thrives on clarity, routine, and manageable steps, this approach is particularly powerful.

1. Clear, Short-Term Targets Make Learning Predictable and Manageable

Children like Oscar often find large or abstract goals overwhelming. Short-term targets help by:

- **Breaking learning into small, achievable steps** he can understand
- **Reducing anxiety** by avoiding vague or open-ended expectations
- **Giving him a sense of control** because he knows exactly what he is working towards
- **Creating frequent opportunities for success**, which boosts motivation and self-esteem

Short-term goals turn learning from something “big and confusing” into something Oscar can see, track, and succeed at regularly.

2. Clear Success Criteria Tell Oscar Exactly What “Success” Looks Like

Oscar benefits enormously from explicit, concrete instructions and expectations. Clear success criteria help him to:

- Understand **what he needs to do**
- Understand **how to do it**
- Recognise **when he’s done it correctly**
- Reduce guesswork, uncertainty, and frustration

For example, instead of “Work independently,” success criteria might say:

- “Oscar will complete 3 maths problems independently using a visual prompt.”
- “Oscar will use a transition card to move between activities with no more than one prompt.”

This turns hidden rules into **visible expectations**, which is crucial for autistic learners.

3. Data Probes Ensure His Support Is Accurate and Responsive

Data probes (short, quick checks of progress) are vital because Oscar’s learning needs can vary day-to-day depending on sensory load, anxiety, routine changes, or social demand. Data probes allow teachers to:

- **Catch difficulties early**, before they become barriers
- **Adapt teaching strategies quickly**
- **See what environments or supports work best for him**
- **Ensure he isn’t stuck at a level he has already mastered**

- **Identify patterns** (e.g., time of day, task type, sensory triggers)

This means Oscar receives support that is **dynamic, personalised, and evidence-based**, not one-size-fits-all.

4. Evidence-Based Tracking Builds Oscar's Confidence

Children like Oscar thrive on knowing they're doing well.

Short-term targets + regular data = frequent, visible success.

This supports:

- **Self-belief** ("I can do this.")
- **Emotional regulation** ("This feels safe and achievable.")
- **Motivation** ("I'm making progress every week.")
- **Resilience** ("Small steps add up to big achievements.")

Oscar becomes more willing to try, take risks, and stay engaged when he can **see his progress clearly**.

5. It Improves Academic Success by Matching Teaching to His Needs

When staff know precisely what Oscar can and cannot yet do, they can tailor teaching to meet him where he is. This prevents:

- Tasks that are too hard (leading to anxiety or shutdown)
- Tasks that are too easy (leading to disengagement or boredom)

Instead, Oscar receives tasks that are:

- **challenging enough to stretch him,**
- **supported enough to feel safe,**
- **clear enough to maintain focus.**

This balanced approach is ideal for his academic growth.

Summary: Why This Approach Is Essential for Oscar

Short-term targets with clear success criteria and data probes help Oscar by:

- Giving him predictable, manageable steps
- Removing uncertainty and guesswork
- Ensuring his support is based on real need, not guesswork
- Helping teachers adjust strategies quickly
- Building confidence through frequent success
- Supporting steady, measurable academic progress

For Oscar, this approach isn't just helpful — it's foundational to his learning, emotional safety, and long-term success.

Why clear, consistent, and regular curriculum communication with home is important for Oscar

For Oscar, who is on the autistic spectrum and thrives on structure, predictability, and clear expectations, regular communication between school and home is not just helpful — it is essential. It supports his emotional regulation, academic progress, and ability to feel safe and confident in his learning environment.

1. It Creates Predictability and Reduces Anxiety

Oscar finds changes, surprises, or unclear expectations challenging. When home knows what is being taught, they can prepare him for:

- new topics,
- upcoming activities,
- changes in routine,
- new vocabulary,
- new concepts or expectations.

This helps him feel emotionally safe because he knows **what is coming next**. Reducing uncertainty makes learning more accessible for him.

2. Home Can Pre-Teach or Reinforce Learning

Regular curriculum updates allow Oscar's family to:

- **pre-teach key words or ideas** so they feel familiar before he encounters them in class
- **reinforce learning at home** using methods and language that he understands
- support him with **visuals, repetition, and real-life examples**, which often help autistic children achieve deeper understanding

When school and home teach in the same direction, Oscar's confidence and comprehension grow.

3. It Builds a Unified, Consistent Approach Around Oscar

Consistency is one of Oscar's strongest needs. When school and home communicate regularly about curriculum goals, both environments can:

- use the same strategies,
- celebrate the same achievements,
- reinforce the same skills,
- support the same targets.

This prevents mixed messages and ensures Oscar experiences a **joined-up, predictable support system**.

4. Early Identification of Barriers

Regular communication allows parents to share observations that may not be visible in school, such as:

- sensory overload after certain subjects,
- worries about new topics,
- difficulties with homework routines,
- unexpected emotional responses.

These insights help school respond quickly, adapt teaching methods, and prevent small difficulties from becoming bigger barriers.

5. It Helps Oscar Express His Experiences From School

Autistic children often struggle to report their day or describe learning activities in detail. Regular curriculum communication means parents can ask specific prompts, such as:

- “Did you enjoy the story about animals today?”
- “How did the number line work in maths?”
- “Did you like the science experiment with water?”

This helps Oscar reflect, process, and share his school experiences with greater clarity and confidence.

6. It Strengthens Oscar’s Feeling of Success and Security

When home knows what Oscar is learning, they can:

- celebrate his achievements,
- reassure him about upcoming tasks,
- help him feel proud of his progress,
- create a bridge between school and home life.

This boosts Oscar’s self-esteem, motivation, and emotional wellbeing — all crucial for his long-term academic success.

Summary

Clear, consistent, and regular curriculum communication with home is vital for Oscar because it:

- reduces anxiety and increases predictability
- allows for pre-teaching and reinforcement
- ensures consistent support between home and school
- helps teachers catch difficulties early

- gives Oscar confidence to discuss his learning
- strengthens his sense of security and success

For Oscar, strong home–school communication is not just a courtesy — it is a key part of helping him feel safe, supported, and able to learn.

Why it is important to allow and interpret stimming for Oscar

Stimming (self-stimulating behaviours such as rocking, 'driving', spinning objects, or focusing on movement) is a natural and meaningful part of how many autistic children regulate their emotions, process sensory information, and communicate internal states. For Oscar, stimming is not a behaviour to stop — it is a behaviour to understand. It is also unlawful to disallow it.

1. Stimming Helps Oscar Regulate His Sensory System

Oscar experiences the world differently, and sensory input can often feel too intense or not intense enough. Stimming helps him:

- **calm down** when things feel overwhelming,
- **stay focused** when he needs sensory input to engage,
- **manage transitions** or new environments,
- **reduce anxiety** by giving his body predictable feedback.

For Oscar, stimming is a healthy and essential tool for **self-regulation**.

2. Stimming Communicates Oscar's Emotional State

Even when Oscar is able to speak about his feelings, stimming often communicates things he might not be able to put into words. His stims can indicate:

- excitement,
- stress or worry,
- sensory overload,
- boredom or under-stimulation,
- the need for a break,
- enjoyment and comfort.

When adults observe and interpret Oscar's stimming, they gain valuable insight into what he is feeling, helping them support him proactively and sensitively.

3. Allowing Stimming Shows Respect for Oscar's Autonomy and Identity

Stimming is part of how Oscar expresses himself and connects with the world. Allowing it:

- validates who he is,
- prevents shame or confusion about his natural behaviours,
- supports positive self-esteem,
- tells him he is safe to be himself.

Suppressing stimming causes Oscar distress, panic, or emotional shutdowns. Allowing it supports **emotional wellbeing and self-acceptance**.

4. Understanding Stimming Helps Staff Identify Triggers Early

Different stims can act as early indicators of how Oscar is coping. Staff who understand his patterns can identify:

- when he is becoming overwhelmed,
- when something is too loud, too bright, or too busy,
- when a task is too difficult or too easy,
- when he needs movement or sensory input,
- when he needs time or space to decompress.

Interpreting stimming allows adults to respond early, preventing escalation and maintaining Oscar's sense of safety.

5. Stimming Helps Oscar Focus, Learn, and Stay Regulated in Class

Like many autistic children, Oscar uses stimming to help his brain stay organised and ready to learn. For Oscar, stimming can:

- support attention during teaching,
- help him process new information,
- keep him grounded during difficult tasks,
- prepare him to re-engage after a break or transition.

When stimming is understood as a **supportive strategy** rather than a distraction, Oscar's learning improves.

6. Stimming Provides Comfort and Emotional Safety

Stimming helps Oscar cope with:

- uncertainty,
- sensory intensity,
- changes in routine,
- emotional demands,
- social expectations,
- transitions.

It is a tool he naturally uses to comfort himself. Allowing it strengthens his sense of emotional security — which is essential for his wellbeing and academic success.

Summary

Allowing and interpreting Oscar's stimming is important because it:

- helps him **regulate his sensory and emotional world**,
- communicates his needs and feelings,
- supports **positive identity and self-esteem**,
- gives adults insight into triggers and early signs of distress,
- enables him to **focus and learn more effectively**,
- keeps him feeling safe, understood, and respected.

For Oscar, stimming is not a problem to fix — it is a language, a coping strategy, and a pathway to calm, comfort, and successful learning.

Section Three

Statutory Legislation That Protects Oscar's Rights

1. Children and Families Act 2014 (Part 3)

This is the core legislation governing SEND in England. It establishes:

- The legal framework for identifying and supporting children with SEND.
- The requirement for Education, Health and Care Plans (EHCPs or IDPs) for children with significant and complex needs.
- Duties on local authorities, schools, health bodies, and the family to work together and deliver appropriate provision.

2. Equality Act 2010

Protects Oscar from discrimination arising from disability. Schools must:

- Make reasonable adjustments.
- Prevent discrimination, harassment and victimisation.
- Produce and implement accessibility plans.
- Uphold the Public Sector Equality Duty to promote equality and eliminate discrimination.

3. Education Act (various provisions)

Ensures Oscar has access to a suitable and efficient full-time education appropriate to his age, ability, and special needs.

Statutory SEND Guidance and Practice Frameworks

1. SEND Code of Practice: 0–25 Years (Statutory Guidance)

Schools, early years settings, local authorities and health bodies must have regard to this guidance. It outlines:

- The graduated approach (Assess–Plan–Do–Review).
- Duties of schools to identify needs early and **provide effective support**.
- Joint working across education, health, care and family.
- Rights of children, young people **and parents** in decision-making.

This Code directly supports Oscar's right to:

- ***Inclusive education***
- ***Person-centred planning***
- ***Clear support arrangements***
- ***Coordinated provision from education, health and social care***

Current (2026) SEND Reform Direction and Future Requirements

1. 2026 Schools White Paper & SEND Reform Proposal – "Every Child Achieving and Thriving"

Although not yet law, this policy direction strengthens Oscar's rights by proposing:

- A radical expansion of rights for all children with SEND.
- New legal duties for schools to create Individual Support Plans (ISPs).
- Continued improvement and retention of EHCPs for those with higher needs.

These proposals emphasise early help, inclusion, and consistent support — all highly relevant for Oscar.

Why these laws and guidelines matter for Oscar

Together, the above frameworks guarantee Oscar's rights to:

Non-discriminatory, accessible education

Protected under the Equality Act 2010.

Support tailored to his specific SEND profile

Legally supported by the Children and Families Act 2014 and the SEND Code of Practice.

Coordinated support across education, health, and care

A statutory duty under the SEND Code of Practice.

High-quality, timely intervention and planning

Reinforced by the 2026 SEND reform proposals.

Parent and child participation in decisions

A statutory requirement under both the Children and Families Act 2014 and the SEND Code.

Full List: Statutory and Practice Requirements That Must Be Followed

Statutory Legislation (Legally Binding)

1. Children and Families Act 2014 – Part 3 SEND
2. Equality Act 2010 – including Reasonable Adjustments & Public Sector Equality Duty
3. Education Act duties – ensuring suitable education access
4. (Where applicable) UNCRPD principles reflected in national guidance, though not domestic law

Statutory Guidance & Practice (Must Have Regard To)

1. SEND Code of Practice 0–25 Years (2015, updated 2024)
2. Guidance on EHC assessment and reviews
3. Tribunal and mediation frameworks

Current Policy Influencing Future Rights (Not Yet Law)

1. 2026 Schools White Paper – "Every Child Achieving and Thriving"
2. SEND Reform Consultation 2026 – "Putting Children and Young People First"

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www.hannans.org.uk/closing-gaps **Password: cpd101**

and

www.hannans.org/teachingautistichildren

