

Appendix C

Oasis Academy Henderson Avenue

Special Educational Needs and Disabilities Policy

Nominated Staff

Staff members responsible for Special Educational Needs and Disabilities (SEND) are:

Mrs J Sweeting, Assistant Principal Inclusion (including responsibility for Special Educational Needs) Mrs Sweeting is a member of the Senior Leadership Team.

Mrs K Cliff, Assistant Special Educational Needs Coordinator

They can be contacted via the Academy's Office. They are also the designated teachers responsible for Medical Needs.

Governor for SEND – Mrs L Foster

SECTION 1: Introduction

The Academy believes that all pupils should be equally valued and therefore does all it can to promote equality and opportunity of outcomes and to help develop a learning environment where all young people can flourish and feel safe.

The Academy believes that all pupils should have access to a broad, balanced and relevant curriculum, with teaching and learning strategies that maximise achievement and prevent failure by removing barriers to learning and providing access to a wide range of learning challenges.

The Academy believes that every teacher is a teacher of every child including those with Special Educational Needs and Disabilities (SEND) and has high expectations for all.

This policy is written in line with other policies in the school including:

Safeguarding Policy

Anti bullying Policy

Disability and Equality Policy

Inclusion policy

Behaviour policy

SECTION 2: Aims and Objectives

AIM

The Academy aims to raise the aspirations of and expectations for all pupils with SEND. We focus on outcomes for pupils and not just hours of provision/support.

OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs to the best of our ability
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To create an environment that meets the needs of each SEND pupil in order that they can achieve their learning potential.
4. That through our best endeavours all pupils have full access to all areas of school life.
5. To provide support and advice for all staff working with special educational needs and disabilities pupils.

SECTION 3: Identifying special educational needs (SEN)

Defining SEN

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

There are four broad categories of SEN:

- o communication and interaction
- o cognition and learning
- o social, emotional and mental health
- o physical and sensory.

We have children in all these categories of SEN at the Academy.

The purpose of identification of pupils with SEND is to identify what action the Academy needs to take to support the pupil, not to fit the pupils into a category. At the Academy we identify the needs of pupils by considering the needs of the whole child which will not just include the SEND of the pupil. The Academy recognises that a range of factors other than SEND can impact on a pupil's progress and attainment including:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Any concern relating to pupil's behaviour is considered as an underlying response to a need.

SECTION 4: A Graduated Approach to SEN Support

The SEND Code of Practice suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had Wave 1 and 2 interventions /adjustments and good quality personalised teaching (Pg. 88 Section 6.37 onwards).

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. High Quality First Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

The Academy regularly and carefully reviews the quality of teaching for all pupils, including those 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 SEND most frequently encountered.

Parents and carers are informed of teacher's concerns through a range of methods including face to face meetings, letters and phone calls. Pupils are also consulted by staff.

Identifying children at SEN Support

Children with SEND are identified by a number of ways, all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored through half termly data and at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the Assistant Principal Inclusion and a plan of action is agreed.

2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- is significantly below the expected age related level

The teacher will then put in place a plan of action.

3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

The Assistant Principal Inclusion is qualified to undertake a range of standardised tests with children. She can use these assessments to add to and inform teachers' own understanding and assessments of a child. The Academy will also engage with a range of external agencies including the Educational Psychologist, Speech and Language Therapist and the Autistic Spectrum Education Team to assist with the identification of pupils needs.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer medical diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD/ADD or some other medical disability.

SECTION 5: Managing Pupils Needs on the SEND Register

The SEND Register

All teaching staff have access to a copy of the SEND Register. The importance of confidentiality cannot be over-emphasised. The register is updated and analysed regularly by the SENCo.

The Stages - 'A Graduated Response'

The Code of Practice (2014) recommends that schools should deal with children's needs using a 'Graduated approach', matching the level of help to the needs of the child. There are currently two different levels defined within the code for children with SEND, those catered for by the school's provision (children at SEN support) and children for whom it is necessary to seek additional financial support (pupils who are on an Educational Health and Care Plans/Statement).

A child has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

At the Academy, it is the responsibility of the class teacher, after liaising with the SENCo, to identify when a child has special educational needs which requires different or additional provision to be made for a child.

Class teachers are responsible for ensuring that the individual needs of the children are met. When the class teacher has a concern about a pupil and feel they should be placed on the Academy's SEND Register, the following process should be followed:

- Discussion with the SENCo
- Discussion with parents, explaining that their child needs more specific targeted tasks and to encourage help and support from home.
- If the barriers can be addressed using additional support within the classroom, then the child will be recorded on the year group provision map as monitor.
- If the barriers cannot be addressed with just classroom support and Quality First Teaching then a Pathway Plan will be produced. Provision should be additional to or different from the differentiated curriculum plan that is in place as part of normal provision. The Pathway Plan should be written by the class teacher with the support of the SENCo and the child should be entered on to the Academy's SEND Register as SEN Support.
- The class teacher remains responsible for working with the child on a daily basis.
- The class teacher will carry out reviews of the pathway plans formally on a

termly basis. Parents are invited to meet with the teacher to discuss their child's progress. The outcomes of the review will determine the next course of action.

- Copies of any letters sent to parents and records of other contact will be kept by the teacher/SENCO (as appropriate) in individual children's records.
- The SENCo will identify any further assessments that are required and will arrange for these to be completed either internally or by an external agency.
- The class teacher will be given advice on strategies that can be used within the classroom as well as on any interventions that may be implemented.
- Where necessary, the advice and services of other agencies maybe sought to support with the needs of the child. The cost for these outside agencies will be met by the Academy unless they are statutory entitlements.
- Throughout the process the parent and child will be informed and consulted.

An Educational Health Care Plan (EHC plan)

If, after considerable advice and support, it is felt that the needs of the child remain so substantial that the Academy cannot meet them, then this concern will be brought to the attention of the local authority (LA) in the form of a request for an Education, Health and Care Plan.

The purpose of an EHC plan is to make special educational provision to meet the needs of the child, to secure the best possible outcomes for them as they get older, prepare them for adulthood.

Whilst the assessment is being pursued the child will continue to receive the support already provided.

Parents will be kept informed at all stages and given the contact details of SEND Information and Support Service (SENDIAS) formerly the Parent Partnership Service who will give them independent advice and support.

Once a child has received an EHC plan, an annual review meeting is held yearly to consider whether the EHC plan should be maintained. Everyone who is involved with the child is invited by the SENCo to the review meeting or asked to produce a report. The targets set for the past 12 months are reviewed and assessed, any new concerns are expressed and the views of parents and others are noted and discussed. New long term targets for the next 12 months are considered. The SENCo completes the appropriate annual review form and sends originals to the LA.

At the Academy we also set short term targets which feed into the long term targets for children with an EHC plan. These are reviewed termly so that progress is closely monitored.

SECTION 6: Criteria for exiting the SEND Register

Pupils receiving SEN Support are rigorously monitored and their support is continually assessed. Based on evidence accrued through this process the teacher and SENCo will make a joint decision on when to exit a pupil from the SEND Register.

SECTION 7: Supporting Pupils and Families

The SEND Local Offer in North Lincolnshire aims to provide parents with the information you need, or want to know, about resources, services, support, activities and events for North Lincolnshire's children and young people with Special Educational Needs and Disabilities and their families. Information is arranged according to age from pre-school through to early adulthood. It can be found at the following link:

<http://www.northlincslocaloffer.com>

The Academy's SEND Parent Information Report can be found on the Academy's website, this provides parents with information on what support is in place for pupils with SEND at the Academy.

The local SENDIAS can provide independent support to families and their information is on the Local Authority Local Offer website.

Admission Arrangements

Children enter school at the beginning of the Autumn term of the year in which they are five. We follow the Local Authority's admission policy. Many of the children will have spent some time in the Academy Nursery and the staff will have identified and begun planning for children who have SEND. Should any child in Nursery be placed on the SEND Register for SEND, this information will be passed on to relevant staff as they move through the school.

Exam Access Arrangements

The Academy will apply where ever possible for exam concessions for pupils with SEND. This is the responsibility of the Assistant Principal Upper Phase and the SENCo. Additional support is provided to pupils with SEND in preparing for exams.

Transition

At the end of each academic year teachers will pass on any SEND or medical information to the new class before the new academic year begins.

When children with SEND transfer to Secondary School the class teacher and/or SENCO will liaise with the staff of the prospective secondary schools and hand over all SEND documentation prior to the new term beginning. The secondary school staff are invited to final EHC review meetings of the year 6 pupils.

Where children with SEND transfer to another primary school SEND records will be forwarded within 15 days of the child ceasing to be registered at our academy.

If a child transfers into the Academy during the academic year, the Academy will endeavour to obtain the child's records from their previous school as soon as possible.

Medical Conditions

The Academy's Medical Treatment of Pupils Policy can be found on the school website under policies. The Academy endeavours to meet the needs of all pupils with a medical condition.

SECTION 8: Supporting Pupils at school with a medical condition.

The Academy 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 pupils may also have SEN and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The Academy puts in place the necessary adjustments to meet the needs of pupils with medical conditions. This includes:

- Facilities to store and give prescribed medicines.
- Provision of a space for therapy treatments
- Adjustments to the building and provision of specialist equipment for pupils with physical conditions

SECTION 9: Monitoring and evaluating SEND

At the Academy we aim to provide a variety of approaches in order to maximise the achievement of all pupils with SEND. This should enable them to have a broad and balanced curriculum. Teachers' planning and approaches are flexible in order to recognise the needs of these children to ensure that work is well matched and differentiated to the specific needs of individuals. The SENCo will monitor planning

and teaching at regular intervals to ensure that the needs of pupils with SEND are being met. Book monitoring and learning walks also take place on a regular basis.

Monitoring the effectiveness of intervention strategies is an integral part of the review process. Time is allocated to monitor the delivery of interventions to ensure they remain focused on the needs of the child.

Children with SEND are set 'small step' targets against which progress can be measured. Teacher assessments and intervention results are used to measure the progress individual children and groups of children with SEND make. The SENCo tracks the progress of pupils with SEND in Numeracy and Literacy termly as well as annually and produces a report. This aims to identify the strengths in practice as well as the areas that continue to require development.

On an annual basis, the DFE produces statistical information relating to the performance of children with SEND nationally. This data is used to compare the performance of our children in comparison to those nationally.

Progress for children with special educational needs may also be measured using the P-Scales.

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

SECTION 10: Training and resources

Training

Training needs of staff are identified through performance management and INSET. Training is then planned throughout the year for teaching and non-teaching staff using in house expertise and outside agencies. Staff also access local and national training.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development independently as well as attending school INSET sessions.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the Academy's SEND provision and practice and to discuss the needs of individual pupils.

The Academy's SENCO regularly attends the LA's SENCo network meetings, national events and conferences in order to keep up to date with local and national updates in SEND.

Resources are purchased to match the identified needs of pupils.

Funding

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEND. Most of these resources are determined by a local funding formula, which is also applied to local academies.

Within the overall academy budget, an amount of funding is allocated to SEND pupils called the notional SEND budget or element 2 funding. A detailed provision map of intervention funded through this budget is kept for each year group. This is reviewed regularly and progress of children receiving intervention is monitored closely.

For children who have an EHC plan or statement the academy is not expected to meet the full costs of more expensive special educational provision from their core funding, element 1 or national budget. The local authority provides additional top-up funding (element 3 funding) where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the element 1 and 2 funding allocated to the academy.

SECTION 11: Roles and responsibilities

The Role of the Assistant Principal Inclusion / SENCo

- overseeing the day-to-day operation of the Academy's SEN policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the Academy's delegated budget and other resources to meet children's needs effectively
- liaising with parents of children with SEND
- being a key point of contact with external agencies (monitoring and statutory), especially the local authority and its support services
- liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- working with the Principal and Academy Council to ensure that the Academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the Academy keeps the records of all pupils with SEND up to date
- implementing the SEND Code of Practice (2014)
- ensure children with SEND are making progress through the use of pupil tracking and data analysis
- liaise with co-ordinators of other curriculum areas to ensure that children with SEND have full access to their curriculum area.
- attend CPD relevant to the development of the role and feedback relevant information when necessary.
- make staff aware of SEND training relevant to their own role

The Role of the Academy Council

The governing body of the Academy is “expected to use their best endeavours to meet the needs of the children with SEN.” (Section 29 Children and Family Act 2014)

The Academy Council must:

- do its best to ensure that the necessary provision is made for any pupil who has SEND
- ensure that, where the ‘responsible person’ – the Principal or the appropriate governor – has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- ensure that teachers in the Academy are aware of the importance of identifying, and providing for, those pupils who SEND
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- use their best endeavours to make sure that a child with SEND gets the support they need
- ensure that pupils with SEND engage in the activities of the Academy alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision.
- publish an SEND information report for parents containing information of the education of SEND pupils.

SECTION 12: Storing and managing information

All documents relating to a pupils SEN and Disability are stored securely and information contained in them is regarded as confidential.

SECTION 13: Reviewing the Policy

It will be reviewed in response to need and as the legislation surrounding SEND is updated.

SECTION 14: Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, places a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils. The Academy’s plans to address the issue of accessibility and its future plans to reduce barriers to learning can be found in the Academy’s Disability Equality Policy and its appendices. (This can be found on the Academy website)

Curriculum

The curriculum is adjusted and differentiated to meet the needs of disabled students in school. Appropriate equipment is used e.g. ICT equipment, writing slopes and a range of pencil grips and rulers to reduce and remove barriers to learning.

Environment

Reasonable adjustments have been made to the building and environment to make it as accessible as possible for disabled students, visitors and staff: for example high visibility tape has been used on railings and steps, ramps are in place and appropriate toilets and sinks have been fitted.

Reasonable adjustments in both curriculum and in the environment are made to ensure that pupils have full access to trips, outings and extra-curricular activities. Where necessary individuals receive additional staff support to ensure full access to the curriculum.

The Academy promotes equality of opportunity through its Equal Opportunities Policy which includes both curriculum and non curriculum areas of Academy life. It eliminates unlawful discrimination, disability related harassment and promotes positive attitudes towards disabled people through the implementation of the relevant policies and appropriate practices in the Academy. Disabled pupils are actively encouraged to take full part in both Academy life and activities in the wider community even if this involves more favourable actions.

SECTION 15: Dealing with complaints

If a parent or carer has any concerns about a child these should be addressed to, in the first instance, the child's class teacher.

If a parent or carer has a specific SEND concern about a child the Assistant Principal Inclusion/SENCo should be contacted via the Academy office.

SECTION 16: Bullying

At the Academy we are very aware of the possible consequences of bullying and through policy and practice we strive to address the negative effect that such experiences may have on both pupils and staff within the Academy taking particular care that the needs of our most vulnerable pupils are taken into consideration. Details of how the Academy achieves this can be found in our Anti Bullying Policy via the link below:

<http://www.oasisacademyhendersonavenue.org/content/academy-policies-0>

Bullying allegations can come from a number of different sources including from the child, child's friends, parent/carer or staff member. All allegations will be listened to, taken seriously and acted upon. Allegations can be made face to face e.g. a child

reporting directly to a member of staff, or indirectly via the worry box, or through our buddy systems and class or Academy Council. All pupils are actively and strongly encouraged to inform an adult if they have a concern in the academy. In all classes there are safeguarding posters and each pupil has an individual safeguarding named person.

The school has an open door policy and will strive to speak with parents to discuss any concerns immediately. Where this is not possible, contact will be made within 24 hours of a concern being highlighted by a parent to arrange a meeting. Normally, there is a graduated response to a parental concern however throughout the process the right to contact the Principal directly is maintained.

SECTION 17: Appendices

The SEND Parent Information and other policies mentioned in this document can be found via the following link under SEND or Policies.

<http://www.oasisacademyhendersonavenue.org/content/academy-policies-0>

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the Academy's Assistant Principal for Inclusion with the SEND Governor in liaison with the SLT, staff and parents.