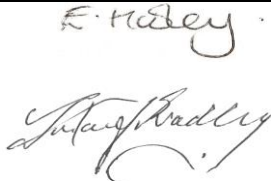




THE OAKS ACADEMY
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)
POLICY

PERSON RESPONSIBLE FOR POLICY:	Mrs E Hooley
APPROVED:	29.11.18
SIGNED: Headteacher Chair of Board of Trustees	
TO BE REVIEWED:	November 2020

At The Oaks Academy the named personnel with designated responsibility for Special Education Needs and Disability (SEND) are:

Designated SEND Lead	SEND Trustee
Miss L Bailey	Mr F Bradley

Rationale

The Oaks believes that each pupil has individual needs and we recognise our responsibilities as outlined in the SEND Code of Practice 2014. The Academy recognises that a proportion of pupils will have special educational needs at some time in their learning journey. Some of these pupils may require support throughout the learning journey other will need support for a short time to overcome temporary learning challenges. If these pupils are to achieve their full potential, The Oaks must recognise this and plan accordingly. The Oaks aims to provide all pupils with strategies dealing with their needs in a supportive learning environment and give them meaningful access to all aspects of academy life.

Special Educational Needs and Disability Definition

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

- A child or young person has Special Educational Needs (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 has a learning difficulty or disability if he or she:
- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has 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 post 16 institutions.

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as **asthma, diabetes, epilepsy and cancer**. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Schools must also have regard to statutory guidance re supporting pupils with medical conditions (DfE 2014)

Purpose

1. To adopt a whole school approach to inclusion ensuring every pupil experiences success.
2. To ensure that pupil needs are identified using the Code of Practice Framework and on this basis that appropriate provision is made to meet these needs.
3. To ensure that those pupils with Special Educational Needs and Disability (SEND) receive their full entitlement to the curriculum and have the opportunity to develop their full potential in all curriculum areas and academy life
4. To ensure that pupils with SEN have opportunities to receive and make known information, to express an opinion, and have that opinion taken in to account in any matters affecting them
5. To make the effective teaching of SEND the responsibility of every teacher.

6. To provide training opportunities for staff and a framework of support through the deployment of Teaching Assistants (TAs) in the curriculum.
7. To establish links with primary schools and further education institutions to facilitate the smooth transition of students with SEND into our schools and beyond to further education and the work place.
8. To ensure that parents/carers are involved in planning and supporting at all stages of their children's development
9. To ensure the Academy works collaboratively with parents, other professional and support services

Success criteria

- All areas of the curriculum and Academy life are accessible to pupils with SEND. Courses are differentiated to meet need. Teaching and learning styles are varied to suit preferred pupil learning styles.
- There is an effective system for the identification and assessment of pupils with SEND which highlights strengths and weaknesses.
- The academy's assessment and reporting system includes those with SEND and reports effectively on their progress.
- Opportunities are provided for consultation and formulation of plans and targets for pupils with SEND involving pupil, teacher and parents/carers.
- All staff are involved in appropriate in-service training regarding pupils with SEND.
- Pupils' individual needs are met with the efficient and appropriate use of resources including those of outside agencies.
- Working with parents/carers in identifying and meeting need is given a high priority.
- All encouragement is given for pupils to take part in extra-curricular activities and curriculum enhancement programmes.

Terminology

SEND

Assessment

EHC

Staff

Contents

Arrangements for the identification etc...

EHC Assessment

Arrangements for identification of pupils with special educational needs disability, assessment and reviews.

Provision for pupils with SEN is a matter for the Academy as a whole. It's each member of staff responsibility to provide for pupils with SEN and to be aware that that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's SEN and following the Academy's procedures for identifying assessing and making provision to meet those needs.

The Oaks Academy follows the guidelines laid down by the Code of Practice 2014 which involves a 4 stage model of Assess, Plan, Do and Review.

Pupils in Years 6 at SEN Support are identified via Primary School liaison and meetings with the Director of Transition for Year 7. All staff are informed of pupils' needs at the start of the academic year.

Pupils are grouped in mixed ability form groups.

The most vulnerable pupils at transition with Special Needs and Disability are grouped together in a smaller class, known as the Progress Group. They are largely taught in their own classroom base, although they attend specialised classrooms such as science and music. This helps with their transition to secondary school and reduces the anxiety that can be experienced. During the autumn term their needs are assessed in depth and relevant staff are informed of their SEND. This is also a very fluid group so pupils may be moved into a higher ability set if they make above expected progress. It is also taught by a teacher who specialises in Dyslexia and Literacy interventions, which should lead to accelerated progress.

The Learning Support Department compile the list of pupils at SEN Support and those with Education Health and Care plans or Statements.

SEN Support

Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Assess

In identifying a child as needing SEND support, the class or subject teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. We will take into account the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need. In some cases, outside professionals from health or social care may already be involved with the child. These professionals should liaise with the school to help inform the assessments.

Plan

Where it is decided to provide a pupil with SEND support, the parents will be notified, although parents will have already been involved in forming the assessment of needs as outlined above.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The support and intervention provided should be selected to meet the outcomes identified for the pupil.

Do

The SENDCo or subject teachers should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, and the views of the pupil and their parents/carers sought. This should feed back into the analysis of the pupil's needs.

Parents will have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps. Other agencies may be involved at this stage. Where a pupil continues to make less than expected progress, despite interventions, we would consider involving specialists from outside agencies. The parents of the pupil would always be involved in any decision to involve specialists. This would include:

Specialist teachers

Educational Psychologists

Child and Adolescent Mental Health Services (CAMHS)

Therapists

Counsellors

LA Consultants

Education, Health and Care assessment

Where, despite us having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, they have not made expected progress, the school or parents will consider requesting an Education, Health and Care assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN Support through the Assess, Plan, Do, Review process.

The LA must conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it may be necessary for special educational provision to be made.

Please refer to the 2014 Code of Practice for greater detail on EHC plans.

An Education and Health Care Plan (EHCP) is a legal document and outlines the nature of a pupil's need and indicates the provision to be made to meet those needs. This provision is in addition to that given to all other pupils attending our schools. The pupil's progress must be formally reviewed at least annually however termly assessment reporting also takes place.

The Trustees have a role to ensure that school has procedures to ensure that:

- All staff are aware of pupil's Special Educational Needs Disability (SEND)
- That provision specified in the EHCP/Statement is met
- That pupil progress is monitored and reviewed

There is good home/school contact

- That the pupil has full curriculum access

Effective teaching of students with Special Educational Needs and Disability is the responsibility of every teacher. At the Oaks Academy we have the following areas of SEND:

- Students with communication and interaction needs
- Students with social, emotional and mental health needs
- Students with cognition and learning needs
- Students with sensory and physical needs

The additional resources for a pupil with an Educational and Health Care Plan/Statement are provided by the Local Authority (LA) and delivered in school using the delegated budget. Under the current arrangements the Learning Support Department allocates resources in line with the EHCP/Statement and according to the needs of the individual child. School is accountable for the budget through provision management and annual review.

Arrangements for Consulting Parents/Carers

The arrangements for consulting parents of children with special educational needs about, and involving them in, their education All parents of pupils at The Oaks Academy are invited

to discuss the progress of their children once a year and receive a written/ progress report three times per year. In addition we regularly arrange meetings outside these times in accordance with need. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

Educational Psychologist Service

Through a service level agreement with the LA each school specifies an amount of time for identification, assessment and on-going advice to staff for pupils who are causing considerable concern related to learning, emotional or behaviour issues. The SENDCo meets regularly with the Key Stage Leaders and Heads of Years to monitor pupil performance and presents cases for Educational Psychologist consideration. This is in line with the Code of Practice guidelines and the LA's referral procedure.

We also work with GPs, Medical Consultants, Child and Adolescent Mental Health Service (CAMHS), Speech and Language Therapists, Physiotherapists, Occupational Therapists, ASD Specialists, Social Workers, Youth Offending Team (YOT), Connexions Team, College, FE Providers and the Sensory Impairment and Complex and Additional Needs team.

Sensory Impairment and Complex and Additional Needs Support Service

This service supports pupils with impairment such as hearing loss and visual difficulties, medical and physical difficulties. Their consultants provide technical support for equipment. They give advice to staff and monitor pupil performance in the curriculum. They visit school termly to meet with the hearing/visual/Physically impaired pupils.

Curriculum Arrangements

The SENDCo is a teacher of Literacy and often reviews and revises the English curriculum alongside the rest of the English Team. All pupils follow the National Curriculum during years 7 – 9 and in-class teaching support is provided by the Learning Support Department as identified through the cycle of Assess, Plan, Do, Review.

In Years 10 and 11 pupils are guided on appropriate 'Pathways' in their subject choices for Key Stage 4. There are several vocational routes leading to NVQs, BTECs and college

placements and this is an area that continues to develop. Pupils with SEND are first and foremost the responsibility of their individual subject teachers

Work must be differentiated to allow pupils access to the curriculum. We endeavour to support all classes, which contain pupils with EHCs/statements. When a pupil is withdrawn to work on an individual literacy programme we target withdrawal lessons on a yearly rolling programme so that access to the curriculum is maximised. The Learning Support Department can support pupils with emotional and behavioural needs alongside the Pastoral team.

OTHER RELATED POLICIES

The academy takes its responsibilities for SEND seriously and understands this policy is over-arching. The school also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to ensure all pupils are provided with strategies for dealing with their needs in a supportive environment, and give them meaningful access to the curriculum and the life of the Academy
The policies are cited below.

Evaluation by the Board of Trustees

The Board of Trustees, in co-operation with the principal, has a legal responsibility for determining and evaluating this policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative Trustee who takes particular in this aspect of the academy

- SEND Trustee – Mr Fintan Bradley

Complaints Procedure

Any complaints regarding the Learning Support provision should be made using the standard complaints procedure.

Role played by Parents / Carers and pupils in the SEND procedure

Pupils' views are considered throughout and they attend all review meetings including transition planning meetings. Parents/carers are informed of the procedures involved with identification of SEND through the SEND Information Report which can be found within the LA's Local Offer. They are encouraged to attend all Review Meetings, Progress Evenings and to contact the Learning Support Department informally to discuss their child at any time.

Links with other schools including Special Schools, small specialist, Colleges and Primaries.

Links are in place with all feeder schools and members of the Learning Support Department visit specific primaries where they observe and meet pupils, gather information and collate it to produce a pupil profile. Services who worked with pupils with SEND transfer all records and details to the Learning Support Department.

All pupils with EHCPs (or statements of SEND) are involved in their annual review and are supported in producing and presenting their thoughts on the past academic year including their wishes and aspirations. All agencies involved with the young person are invited to help them facilitate their ideas. Pupils prepare a Pupil Centred Plan (PCP) which is presented at the meeting expressing their own thoughts and ideas for the future and a Transition Plan is included which is reviewed regularly. An Independent Careers Advisor is involved with individual pupils with EHCPs/Statements of SEND from year 9 onwards. Regular interviews and guidance is given. We link closely with colleges of Further Education and sixth forms where pupils may attend Post 16 courses. Relevant course tutors are in regular contact with the department regarding Post 16 provision.

APPENDIX 1: Role of SENDCo in Secondary School

A newly appointed SENDCo must be a qualified teacher and, where they have not previously been the SENDCo at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.

The SENDCo has an important role to play with the Head of School and Board of Trustees, in determining the strategic development of SEND policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

The SENDCo has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHCPs/Statements.

The SENDCo provides professional guidance to colleagues and will work closely with staff, parents/carers and other agencies. They will be aware of the provision in the Local Offer and will be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENDCO includes:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising a on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents/carers of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head of School and Trustees to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

APPENDIX II: Role of Trustees

The duties of the Board of Trustees

- All state school governing bodies (including academies) have important statutory duties towards pupils with special educational needs and/or disabilities. Governing bodies should, with the Head of School decide the school's general policy and approach to meeting pupil's SEND needs for those with and without EHCPs/Statements. They must set up appropriate staffing and funding arrangements and oversee the school's work.
- Trustees of schools and LAs have a duty under section 317 of the Education Act 1996 to do their best to ensure that the necessary provision is made for pupils with SEND. The School Standards and Framework Act 1978 require Trustees to conduct the school with a view to promoting high standards. These high standards relate to all the pupils in the school including those with SEND.
- Through the performance management framework the Trustees should secure that objectives are set for the Head of School. These should include objectives for leadership, management, pupil achievement and progress, and will also relate to priorities in the school improvement plan. All these objectives should include SEND.
- Every school must have a 'responsible person' who makes sure that all those who are likely to teach a pupil with an EHCP/Statement are told about them. The person is generally the SENDCo but could be the Head of School or a member of the Senior Leadership Team.

The Board of Trustees of a school must:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs;
- Ensure that, where the 'responsible person' has been informed by the LA that a pupil has special education needs, those needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils with SEND;
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interest of coordinated special educational provision in the area as a whole;
- Ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have SEND, so far as is reasonable, practical and compatible with the child. This should be matched alongside the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Have regard to the Special Educational Needs and Disability Code of Practice 0 to 25 years 2014 carrying out its duties towards all pupils with SEND;

- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- Ensure that the SEN information report is updated annually and published on the school website.

Trustees play a major part in school self-review and should establish mechanisms to ensure that they are fully informed about the school, including the systems for, and the outcomes of, in-school monitoring and evaluation. In relation to SEND the Board of Trustees should make sure that:

- They are fully involved in developing and monitoring the school's SEND policy;
- All Trustees, especially any SEND Trustees, are up-to-date and knowledgeable about the academy's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the school development plan
- The quality of SEND provision is continually monitored.