



**September 2017**

## **OCL Special Educational Needs and Disabilities (SEND) Policy**

**Last Updated: 01/09/17**

**Version 1.0**



## Document Control

### Changes History

Version	Date	Amended by	Recipients	Purpose

### Approvals

This document requires the following approvals:

Name	Position	Date Approved	Version

### National/Local Policy

- This policy must be localised. You should add your own procedures and protocols as an appendix.
- This policy must not be changed, it is a National Policy.

### Position with the Unions

Does the policy require consultation with the National Unions under our recognition agreement?

- Yes
- No

If yes, the policy status is:

- Consulted and Approved
- Consulted and Not Approved
- Awaiting Consultation

### Distribution

This document has been distributed to:

Name	Position	Date	Version

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*–In this policy, Oasis Community Learning is “OCL” and Special Educational Needs and Disabilities is “SEND”.*

## **1. Aims of the Special Educational Needs and Disabilities Policy**

OCL is totally committed to developing the character and competence of every student and believes that all students should receive exceptional education - including those with Special Educational Needs and Disabilities.

OCL has a graduated approach to SEND and has implemented changes as outlined in the SEND Code of Practice’ (January, 2015). The ‘SEND Code of Practice’ offers guidance designed to help schools make full entitlement and appropriate provision for students with SEND. OCL follows the ‘SEND Code of Practice’ whenever decisions are taken relating to children with SEND.

OCL recognises that Special Educational Needs and Disabilities is a whole school responsibility and first quality teaching, differentiated for individual pupils, is the first step in provision for students who have SEND. We recognise that every teacher is a teacher of SEND and every teacher upholds high expectations for all students.

Furthermore, every teacher is responsible and accountable for the progress and development of the students in their class, even when they access support through Inclusion teams. Therefore, this policy should be considered within the wider context of specific academies and their policies relating to learning and teaching.

The following pages set out the provision OCL will provide in line with the new ‘SEND Code of Practice’ (January, 2015). Our SEND policy ensures the successful inclusion of all our students, as every child is:

- Included in decisions about themselves, listened to and respected
- Encouraged to develop an independent, healthy lifestyle
- Supported to achieve their best possible outcomes - educational and otherwise
- Supported to have a successful transition to adulthood
- Provided with the skills to become an independent and confident young adult who participates in society

SEND students, like all students, are entitled to a broad, balanced curriculum adapted to suit their particular needs, following National Curriculum requirements. We are passionate about removing barriers to learning wherever possible and making reasonable adjustments to allow inclusive practice at every level so that every student reaches their full potential.

OCL champions early identification and intervention and recognises how vital parental involvement is in keeping a student’s self-esteem high. We aim to develop a strong partnership with parents/ carers and value the insight they bring of their child’s needs. This partnership fosters a continuous dialogue that includes parents’/ carers’ observations and is crucial when planning provision.

OCL, through its strong ethos and values, promotes the 9 Habits and use these to guide our practice in supporting students with SEND. By developing these habits, we help to foster resilience and social awareness that will facilitate future success for students with SEND.

## 2. Categorisation: Special Educational Needs and Disabilities

The 'SEND Code of Practice' (January, 2015) identifies four broad categories. These are:

1. **Communication and interaction**, including Speech and Language difficulties and Autistic Spectrum Disorders
2. **Cognition and learning**, including specific learning difficulties e.g. dyslexia
3. **Social, emotional and mental health**, including anxiety, depression and ADHD
4. **Sensory or Physical**, including hearing, visual or physical disabilities

A student may have Special Educational Needs if they are making less than expected progress, given their age and individual circumstances. This might be characterised by progress which:

- Is significantly slower than that of their peers
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap with their peers
- Widens the attainment gap

A student with low attainment, or who is making slow progress, may not have SEND. However, these may be an indicator of underlying difficulties yet to be identified. OCL recognises that early identification of need is essential in supporting students with SEND and uses a range of strategies, information sharing and assessments, especially during Transition.

Under the Equality Act (2010), a student has a disability if they have a physical or mental impairment that has a *substantial* and *long-term* adverse effect on their ability to carry out normal day-to-day activities.

## 3. Admissions and Transition Arrangements

Starting school, or moving between schools, is a crucial time for SEND students, who may be anxious about their learning and how they will be supported in their new school. OCL champions inclusion and welcomes all students, including those with an Education and Health Care Plan (EHCP) and students with disabilities, ensuring that appropriate provision is in place to meet their needs.

If a student has an Education and Health Care Plan (EHCP), academies will be consulted by the local authority before any decision is taken by the authority on admission to the academy, to ensure that the academy is suitable for the student and his/ her needs. If the academy is suitable, the SENCo will be present at the Year 6 annual review meeting, or at a meeting with the Pre-School provider, and so will be fully aware of those' needs from the outset.

OCL academies have close links with feeder Pre-Schools, Primary schools and local Colleges. Staff will visit local feeder schools/ Pre-Schools, meeting children and talking with their teacher and the SENCo, looking at work samples and assessment, thus ensuring that the transfer of

SEND students from Pre-School to Primary and Year 6 to Year 7 happens smoothly and successfully.

Academies will have different ways of organising their Transition arrangements. Academies may organise a practice day when they will shadow each class to support identified students. When requested, they may organise additional visits for students, especially those who may be anxious about transferring, or those who are the only student coming from their particular Primary school. Engaging with parents at this early stage is crucial to effective support and allaying any fears.

Year 11 students may have the opportunity to meet formally with the Careers Advisor. EHCP students have additional careers guidance from Year 9 from the local authority Careers Officer. Academies may also support students in accessing careers information on a more informal, individual level. Students will be encouraged to attend College Open Days to experience courses that may be suitable for them. Those with an EHCP in Years 9, 10 and 11 participate in Transition Review meetings to discuss their future career plans.

#### **4. OCL Graduated Approach**

##### **4.1 Assessment and Identification**

OCL believes that the majority of needs of most students will be met in mainstream lessons, taught by professionals, where learning is differentiated according to need. OCL academies work hard to ensure that information about students' needs is shared, so that teachers are better able to plan lessons accordingly. Whenever possible, for the vast majority of the time, students with SEND are educated alongside their peers in mainstream lessons.

There are a number of ways that a student may be identified as having additional needs and this will vary according to specific academies. Academies may use some of the following ways to identify students with SEND:

- **Information from Transition.** OCL liaises closely with feeder Pre-Schools/ Primary schools and staff visit each one to gather information so that teaching staff are fully prepared for the autumn term. This information is shared with them through the SEND Register and Student Profiles/ Passports. In the first instance, some students may need monitoring more closely at the beginning of Year 7 or Reception so that staff can gauge their progress as they settle into their new school
- **Information gathered from baseline data,** including Early Years baseline, PUMA/ PIRA tests, CATS scores, reading and spelling ages. Any student who joins our academies mid-year will be assessed in this way. Such information is invaluable in supporting them effectively from the start of their time in the academies
- **On-going observation** and information sharing amongst staff and Inclusion teams relating to a student's progress is used to inform future planning. This may include lesson observation from the SENCo/ Inclusion Manager

- **Data from Progress checks.** If a student is falling below expected grades of progress, this will be picked up by regular academy reviews and data drops, as well as through Raising the Attainment of Pupils meetings. Also, Subject Leaders will review student progress and put in place a variety of subject specific interventions as necessary
- Using a **dyslexia screener** and other on line assessments
- **Academic and Pastoral meetings.** Information is shared by academy staff, allowing support to be coordinated, including any possible referrals to outside agencies. This may include referrals to CAMHS, BSS, the EP or Change and Challenge for example
- **Outside agency support** plays an important role in identifying, assessing and providing provision for students with SEND. If a student at the school is making less than expected progress, despite tailored support, OCL seeks to utilise support from external specialists for pupils with higher levels of need in order to improve their outcomes. Academies will receive regular visits from the Educational Psychologist, Specialist Advisory Teachers, Speech and Language Therapists and the Behaviour Support Service
- Academies will work closely with the **Attendance Officer**, the Education and Welfare Officer and others

## 4.2 The Support Register

A student with SEND that calls for support that is *additional* and *different* from the majority of their peers, in discussion and agreement with parents, will be placed on the Support Register. The outcomes of the support will be agreed and regularly shared with parents/ carers (and the student where appropriate). Teachers will monitor the student's progress closely in lessons, through data drops and other assessments.

If the support arrangements do not lead to improved levels of progress, then outside agency support may be called for and a request for a Statutory Assessment may be necessary once sufficient evidence has been gathered.

If, however, the student begins to make good progress as a result of support put in place, they may be removed from the Support Register. Again, such decisions will be discussed with parents/ carers and the young person themselves before any decision is made.

## 4.3 Statutory Assessment for an Education and Health Care Plan (EHCP)

For a few students, the help given by the school will not be enough for them to make good progress and it may become necessary to make a request to the local authority for Statutory Assessment. OCL works closely with local authorities to ensure that students receive the correct level of support and funding. Where a request is made for Statutory Assessment,

the student will have demonstrated significant cause for concern. The parent/ carer or the school can make a request for a Statutory Assessment.

Once a request has been made to the local authority and the Statutory Assessment agreed, information is gathered by the SENCo, including any professional assessments (e.g. an Educational Psychologist's report), parents'/ carers' and student's views and any progress data. This is then presented to the local authority for a decision about whether it is necessary for the needs and provision to be formally set out in an Education and Health Care Plan (EHCP). If the local authority agree, generally, a Multi-Agency Meeting will be arranged and an EHCP is drawn up in consultation with all parties, including the student, parents/ carers, specialist teachers and the Educational Psychologist.

Local authorities must decide within 20 weeks whether to carry out such an assessment and subsequently, whether or not to issue an EHCP for that student.

## **5. Plan and Do: SEND Provision**

OCL recognises that SEND provision is a whole school responsibility and should be seen in the context of other school policies. All students, including those with SEND, should have access to a broad and balanced curriculum, underpinned by quality first teaching, where teachers plan appropriate learning outcomes for the students in their care. Working with classroom teachers, Inclusion teams work flexibly to meet the varying needs of students.

The following list of interventions is not exhaustive, but provides an example of OCL academy support arrangements:

- Full-time education in the classroom with first quality teaching, differentiated for individual pupils
- Hover support in the classroom from dedicated Inclusion teams/ allocated Teaching Assistants (TAs)
- Student Passports/ Profiles, which include personalised strategies written by students/ parents/ carers (Appendix A) and are shared with staff
- Small group withdrawal with lead Inclusion staff to work in a range of subjects including: English, Maths and Science
- Speech and Language and writing workshops
- Social skills and anger management workshops
- Withdrawal from Modern Foreign Languages in Year 7/ 8 to improve Literacy skills
- On-line reading and comprehension programmes
- Small group withdrawal for reading
- Academic mentoring from the Inclusion team, where students review outcomes, what went well in the past week and discuss any areas of concern
- Supported homework club
- Support from external professionals including an Educational Psychologist, Speech and Language Therapists and Behaviour Support Services

- Support from the School Counsellor
- Access arrangements for exams or tests

## **6. Review**

OCL recognises that specific academies will have different ways of reviewing SEND support arrangements. If a student is receiving SEND support, it is important to monitor the progress of any chosen outcomes and to see whether any interventions that have been put in place have had an impact on learning. This must happen at least three times a year, one of which may be during the annual parent's consultation evening. At the end of each term, the SENCo may organise meetings with parents to review support arrangements. The review will monitor the outcomes of any interventions put in place for students and decide if any refinements and changes are needed. It will also identify the responsibilities of the school, the parent and the student.

If there are continuing concerns about a student's progress or if the student continues to have National Curriculum levels or grades that are well below expected levels for students of that age, the SEND department, in consultation with teachers/ Head of Year and parents/ carers, may arrange for further assessment and/ or intervention. This may include a review of all prior data, a detailed Literacy assessment and a parental consultation with the SENCo. It may include advice from external agencies, such as the Educational Psychologist or the Speech and Language Therapist.

Academies will also review the progress of SEND students through subject specific data drops at the end of each module.

## **7. Developing Independence: Preparing for Adult Life**

OCL believes that it is vital that support arrangements, in whatever form they take, aim to prepare the young person for adult life, developing their independent learning skills so that they are more prepared to lead productive, healthy adult lives. OCL supports SEND students to be in control of their futures, making wise decisions about their future plans, whether this be higher education, apprenticeships or employment. As they prepare for adult life, all students, including those with SEND, should participate fully in matters affecting them.

All OCL academies will have different ways of engaging students to express opinions, feelings and preferences. Some of these might include:

- Contributing to and reviewing their Education and Health Care Plan, including their life skills and independence
- Deciding and reviewing objectives in their Annual Review. The views of the student form a vital part of any review and a suitable amount of time should be devoted to this
- Helping them make informed choices about subject and post 16 options. This may include helping them to research options for post-16 College courses, interview skills, support in writing their CVs etc.

- In the classroom, encouraging them to think independently and find solutions themselves, rather than relying on Inclusion support
- Supporting students to become self-disciplined
- Encouraging them to develop independent ways of learning that suit them
- Contributing to fortnightly reviews of progress with a member of the Inclusion team
- Sharing progress with parents/ carers during meetings
- Attending specific careers advice available through the local authority
- Encouraging them to attend College Open Days/ Evenings
- Developing personal skills and hobbies outside the curriculum
- Developing social skills and friendships

## 8. The Information Report

Every OCL academy publishes details of its SEND support through an Information Report. These can be found on specific academy websites and are clear and accessible to parents/ carers. The Information Report is updated annually and includes information about:

- The name and contact details of the SENCo
- Staff expertise and how we train staff who support students with SEND
- The categories of SEND that academies provide for and the approach to learning and teaching
- The academy policies linked to the identification and assessment of SEND
- How the curriculum is adapted according to need
- How academy provision is monitored and evaluated
- Arrangements of how parents/ carers and students are consulted throughout the identification, assessment and provision process/ stages
- How students' progress is assessed
- How students are prepared for Transition to other schools or for adult life
- What support there is for improving emotional and social development
- How inclusion is promoted within the academy
- How outside agencies are used, including health and social care and voluntary organisations
- Arrangements for handling complaints
- Where to find information about the Local Offer

## 9. The Local Offer

OCL academies collaborate with local authorities to support students in their care. The Information Report forms part of this support. The Local Offer is designed to give clear,

comprehensive and accessible information about SEND provision in the local area and how to access it. It should reflect and be responsive to local needs, involving young people with SEND in its provision and review.

A list of OCL academies can be found in Appendix B with links to their Local Authority Offers. OCL academies will advertise the Local Offer in meetings and parents/ carers of students with SEND are encouraged to access and engage with this support as necessary.

## **10. Accessibility**

OCL and Oasis academies will strive to make any reasonable adjustments to allow equal and fair access to education, regardless of a student's physical needs. Inevitably, accessibility will vary between academies due to variation in the age and layout of buildings.

However, all academies produce an Accessibility Plan to work towards improvements in accessibility, in compliance with the Equality Act (2010). The plan outlines how the academy aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum;
- Improve the physical environment of schools to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to pupils with disabilities and their parents/ carers

In addition, any child with a disability that requires additional support to leave the building during an evacuation will have a Personal Emergency Evacuation Plan, written with parents/ carers and professionals as relevant. This plan is reviewed annually.

OCL Property and Estates are responsible for ensuring that all academy buildings comply with the Equality Act (2010), specifically, ensuring that buildings are safe and accessible to those with physical needs.

## **11. Supporting Students with Medical Needs**

In line with section 100 of the Children and Families Act (2014) and the guidance in 'Supporting pupils at school with medical conditions' (December, 2015), OCL academies will make arrangements so that students with medical conditions are properly supported to ensure that they have full access to education, including school trips and physical education.

It is important that academy leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported.

Individual Healthcare Plans should be completed to ensure that academies effectively support pupils with medical conditions.

Academy leaders should ensure that the OCL Medicines in School Policy is adhered to so that students remain safe at all times.

## 12. Role of the Special Educational Needs Co-ordinator (SENCo)

The SENCo plays an essential role in SEND provision and is responsible for the day-to-day operation of the SEND Policy. This involves working with the Head Teacher, staff, parents/carers and other agencies to determine the strategic development of this policy. The main responsibilities of the SENCo are:

- Overseeing the day-to-day operation of the SEND Policy, focusing on high aspirations and improving outcomes
- Delivering an outcomes-focused and co-ordinated plan for SEND students and their families
- Staff development on SEND matters
- Responding to changes in SEND Policy, locally and nationally
- Ensuring annual reviews of children with EHCPs are conducted accurately
- Supporting departments and Year Leaders in understanding SEND issues and assisting with developing effective strategies for improved outcomes and provision
- Line managing Inclusion staff
- Liaising with external agencies, including Health and Social Services
- Liaising with the Designated Teacher for Looked after Children
- Liaising with other providers regarding transitional arrangements
- Liaising with parents/ carers
- Working with senior leaders within the academy to ensure compliance with the Equality Act (2010)
- Providing advice on the financial resources required to effectively support SEND pupils
- Arranging assessments for Access Arrangements for Examinations
- Analysing school performance data that impacts on improved outcomes for SEND students
- Ensure that the SEND Register is up to date
- Training teachers to ensure they are able to meet the needs of their students with quality first teaching
- Undertake regular reviews of the overall effectiveness of interventions employed in the academy for SEND students
- Stay aware of latest changes and updates to SEND practice nationally and of the latest approaches to SEND support and intervention
- Quality assure the effectiveness of staff working in the SEND Department, including all TAs

### **13. The Role of Regional Directors (RDs), Academy Councils (ACs), Principal and Monitoring Standards Team**

The Regional Director (RD), in conjunction with the Academy Council (AC), must have a thorough understanding of both the SEND Policy and practice in the academies in their region:

- Ensuring that the admissions criteria does not discriminate against students with SEND
- Ensuring that provision of a high standard is made for students with SEND
- Ensuring that students with SEND have the opportunity to be involved in school activities
- Having regard for the 'SEND Code of Practice' (January, 2015) when carrying out these responsibilities
- Ensuring academies report to parents/ carers on the school's SEND Policy, which can be accessed through the academy website, including the allocation of resources from the school delegated/ devolved budget via letters/ emails and meetings
- Reviewing the SEND Information Report on an annual basis to ensure it remains an accurate description of the provision available within the academy

The Principal should work closely with the school's SENCo. Academy management structures must enable the SENCo's functions to be carried out effectively. The Principal should keep the Regional Director up to date with changes to SEND provision, as well as the progress made by students with SEND.

The OCL Monitoring Standards Team will review the SEND provision in academies as part of their monitoring work each year. Any areas for improvement will be agreed with the Principal and shared with the Regional Director so that rapid improvement can be made.

### **14. Monitoring and Evaluation of SEND Provision**

OCL SEND provision is monitored through:

- Regular visits by the Monitoring Standards Team and the Regional Director
- Academy self-evaluation using the OCL review format
- Focused SEND reviews commissioned by Regional Directors

Where provision in SEND is not yet good enough, academies may be given support through Regional Improvement Networks, the OCL Best Practice Directory, National Lead Practitioners or the OCL SEND Strategy Group.

### **15. Training**

Where a SENCo appointed after 1st September 2008 has not previously been the SENCo at that or any other relevant school for a total period of more than twelve months, they must achieve the National Award for Special Educational Needs Co-ordination within 3 years of appointment.

Academies must ensure that their SENCo undertakes regular training. SENCos will provide leadership and professional guidance to colleagues and will work closely with staff, parents and carers and other agencies to ensure that children with SEND receive appropriate support and high quality teaching, make at least good progress and achieve good outcomes.

The OCL Strategy Group, the Regional Improvement Networks and OCL SEND conferences ensure that SENCos within OCL share best practice and are kept up to date in their knowledge and skills.

## **16. Arrangements for Complaints**

OCL aims to work with students and their families to ensure they achieve the best possible educational and other outcomes. However, where issues emerge, academies have clear procedures in place to allow parents/ carers to voice concerns about any aspect of their child's provision. OCL expect parents to raise matters through the relevant complaints procedure. The contact details of the appropriate/ specific members of staff should be available to parents/ carers through the SEND Information Report should they need to contact the school for any reason. If the concerns centre around SEND provision, the first person to contact is the SENCo.

If parents/ carers are dissatisfied with the response from the academy, Academy Council or OCL, they may raise the issue with the Education & Skills Funding Agency and/ or lodge a claim for disability discrimination against the academy with the SEN & Disability Tribunal. Please note that complaints and/ or appeals relating to Statutory Assessments or EHCPs should be made against the relevant local authority and not the academy or OCL.

## **17. Monitoring and Review of this Policy**

OCL will actively evaluate the effectiveness of this policy by monitoring SEND provisions during Regional Director (RD) visits and OCL Monitoring and Standards Team reviews. This policy will be reviewed regularly, in line with the OCL policy review calendar.

## Appendix A: Example of a Student Passport/ Profile

Oasis Academy Enfield Student Profile		Date of Review April 17	
Name	Date of Birth	Code: K/CL	CATS V NV Q RA SA
Support: Ruth Miskin reading 3 x week, Maths 121 1x week, fortnightly mentoring, extra time for tasks, in class support (			
Outcome: To try new breathing exercises in some lessons	Outcome: Write in paragraphs	Outcome: Speak to Mr Lloyd if someone makes fun of me	
Hobbies/ Interests/ favourite subjects X Box A keen chef... baking!	I'd like you to know that... I have a stammer I have short term memory needs I am keen to do well and build up my confidence I find maths really hard! My reading has really improved!	I will support myself by... Have my planner with me every day Check my timetable every day Use <del>showmyhomework</del> Read something every day Have some checklists to help me remember things Do my breathing exercises in some lessons ( 121 maths)	
I find it difficult to... Remember verbal instructions Read out loud in class Finish tasks on time Stay focussed	This means that... I need things repeated I may need extra time to complete tasks Visual reminders ( e.g. number lines) Remind me about the last lesson to help me remember it	It would help me if you could... <b>Speak to me slowly and clearly</b> <b>Please do not finish off my sentences, or advise me about my speech!</b> Give instructions one at a time <b>Please do not ask me to read in front of others</b> Sit me at the front Print off important sheets and key words for me to learn Praise me when I get it right Sit me next to a good peer	

## Appendix B: Local Offer Links

### Primary:

Academy	Information Report Link	Local Offer
Aspinal	<a href="http://www.oasisacademyaspinal.org/content/special-educational-needs-and-disability">http://www.oasisacademyaspinal.org/content/special-educational-needs-and-disability</a>	<a href="#">Manchester City Council</a>
Harpur Mount	<a href="http://www.oasisacademyharpurmount.org/content/sen-45">http://www.oasisacademyharpurmount.org/content/sen-45</a>	
Bankleaze	<a href="http://www.oasisacademybankleaze.org/content/send-10">http://www.oasisacademybankleaze.org/content/send-10</a>	<a href="#">Bristol</a>
Connaught	<a href="http://www.oasisacademyconnaught.org/content/sen-15">http://www.oasisacademyconnaught.org/content/sen-15</a>	
Long Cross	<a href="http://www.oasisacademylongcross.org/content/special-educational-needs-34">http://www.oasisacademylongcross.org/content/special-educational-needs-34</a>	
New Oak	<a href="http://www.oasisacademynewoak.org/content/send-12">http://www.oasisacademynewoak.org/content/send-12</a>	
Woodview	<a href="http://www.oasisacademywoodview.org/content/send-information-0">http://www.oasisacademywoodview.org/content/send-information-0</a>	<a href="#">Birmingham City Council</a>
Boulton	<a href="http://www.oasisacademyboulton.org/content/special-educational-needs-15">http://www.oasisacademyboulton.org/content/special-educational-needs-15</a>	
Foundry	<a href="http://www.oasisacademyfoundry.org/content/send-and-local-offer-0">http://www.oasisacademyfoundry.org/content/send-and-local-offer-0</a>	
Hobmoor	<a href="http://333www.oasisacademyhobmoor.org/content/sen-information-report-0">http://333www.oasisacademyhobmoor.org/content/sen-information-report-0</a>	
Short Heath	<a href="http://www.oasisacademyshortheath.org/content/send-1">http://www.oasisacademyshortheath.org/content/send-1</a>	
Blakenhale Infants	<a href="http://www.oasisacademyblakenhaleinfants.org/content/send-14">http://www.oasisacademyblakenhaleinfants.org/content/send-14</a>	<a href="#">Birmingham City Council</a>
Blakenhale Juniors	<a href="http://www.oasisacademyblakenhalejunior.org/content/special-educational-needs-disabilities-send">http://www.oasisacademyblakenhalejunior.org/content/special-educational-needs-disabilities-send</a>	
Byron	<a href="http://www.oasisacademybyron.org/content/send-information">http://www.oasisacademybyron.org/content/send-information</a>	<a href="#">London Borough of Croydon</a>
Ryelands	<a href="http://www.oasisacademyryelands.org/content/special-educational-needs-and-disability">http://www.oasisacademyryelands.org/content/special-educational-needs-and-disability</a>	<a href="#">Sheffield</a>
Firvale	<a href="http://www.oasisacademyfirvale.org/content/send-17">http://www.oasisacademyfirvale.org/content/send-17</a>	<a href="#">North Lincolnshire Council</a>
Henderson Avenue	<a href="http://www.oasisacademyhendersonavenue.org/content/send-6">http://www.oasisacademyhendersonavenue.org/content/send-6</a>	
Parkwood	<a href="http://www.oasisacademyparkwood.org/content/special-educational-needs-2">http://www.oasisacademyparkwood.org/content/special-educational-needs-2</a>	
Johanna	<a href="http://www.oasisacademyjohanna.org/content/special-education-needs-disability-send">http://www.oasisacademyjohanna.org/content/special-education-needs-disability-send</a>	<a href="#">London Borough of Lambeth</a>
Limeside	<a href="http://www.oasisacademylimeside.org/content/send-information-report">http://www.oasisacademylimeside.org/content/send-information-report</a>	<a href="#">Oldham Council</a>

Longmeadow	<a href="http://www.oasisacademylongmeadow.org/content/special-educational-needs-13">http://www.oasisacademylongmeadow.org/content/special-educational-needs-13</a>	<a href="#">Wiltshire</a>
Nunsthorpe	<a href="http://www.oasisacademynunsthorpe.org/content/student-s-special-educational-needs-and-disabilities-oan">http://www.oasisacademynunsthorpe.org/content/student-s-special-educational-needs-and-disabilities-oan</a>	<a href="#">North East Lincolnshire Council</a>
Pinewood	<a href="http://www.oasisacademypinewood.org/content/special-educational-needs-31">http://www.oasisacademypinewood.org/content/special-educational-needs-31</a>	<a href="#">London Borough of Havering</a>
Putney	<a href="http://www.oasisacademyputney.org/content/special-educational-needs-21">http://www.oasisacademyputney.org/content/special-educational-needs-21</a>	<a href="#">London Borough of Wandsworth</a>
Skinner Street	<a href="http://www.oasisacademyskinnerstreet.org/content/special-educational-needs-25">http://www.oasisacademyskinnerstreet.org/content/special-educational-needs-25</a>	<a href="#">Lancashire County Council</a>
Warndon	<a href="http://www.oasisacademywarndon.org/content/special-educational-needs-32">http://www.oasisacademywarndon.org/content/special-educational-needs-32</a>	<a href="#">Worcestershire County Council</a>

### Secondary:

Academy	Information Report Link	Local Offer
Arena	<a href="http://www.oasisacademyarena.org/content/send-information-report-3">http://www.oasisacademyarena.org/content/send-information-report-3</a>	<a href="#">London Borough of Croydon</a>
Enfield	<a href="http://www.oasisacademyenfield.org/content/send-5">http://www.oasisacademyenfield.org/content/send-5</a>	<a href="#">London Borough of Enfield</a>
Coulsdon	<a href="http://www.oasisacademyshirleypark.org/content/send-information-report-2">http://www.oasisacademyshirleypark.org/content/send-information-report-2</a>	<a href="#">London Borough of Croydon</a>
Isle of Sheppey	<a href="http://www.oasisacademyisleofsheppey.org/content/send-information-report-2">http://www.oasisacademyisleofsheppey.org/content/send-information-report-2</a>	<a href="#">Kent</a>
Immingham	<a href="http://www.oasisacademyimmingham.org/sites/default/files/files/SEN%20Information%20Report%20-%20%20Oasis%20academy%20Immingham(1).pdf">http://www.oasisacademyimmingham.org/sites/default/files/files/SEN%20Information%20Report%20-%20%20Oasis%20academy%20Immingham(1).pdf</a>	<a href="#">North East Lincolnshire Council</a>
Silvertown	<a href="http://www.oasisacademysilvertown.org/sites/default/files/files/SEND%20OASIS%20ACADEMY%20SILVERTOWN%20LOCAL%20OFFER%202016%20-%20October%202016.pdf">http://www.oasisacademysilvertown.org/sites/default/files/files/SEND%20OASIS%20ACADEMY%20SILVERTOWN%20LOCAL%20OFFER%202016%20-%20October%202016.pdf</a>	<a href="#">London Borough of Newham</a>
Southbank	<a href="http://www.oasisacademysouthbank.org/content/send-8">http://www.oasisacademysouthbank.org/content/send-8</a>	<a href="#">London Borough of Lambeth</a>
Brightstowe	<a href="http://www.oasisacademybrightstowe.org/content/local-offer">http://www.oasisacademybrightstowe.org/content/local-offer</a>	<a href="#">Bristol</a>
Brislington	<a href="http://www.oasisacademybrislington.org/content/special-educational-needs-38">http://www.oasisacademybrislington.org/content/special-educational-needs-38</a>	<a href="#">Bristol</a>
John Williams	<a href="http://www.oasisacademyjohnwilliams.org/content/sen-43">http://www.oasisacademyjohnwilliams.org/content/sen-43</a>	<a href="#">Bristol</a>

Lord's Hill	<a href="http://www.oasisacademylordshill.org/content/sen-17">http://www.oasisacademylordshill.org/content/sen-17</a>	<a href="#">Southampton</a>
Mayfield	<a href="http://www.oasisacademymayfield.org/content/send-provision-1">http://www.oasisacademymayfield.org/content/send-provision-1</a>	<a href="#">Southampton</a>
Lister Park	<a href="http://www.oasisacademylisterpark.org/content/special-educational-needs-and-disabilities">http://www.oasisacademylisterpark.org/content/special-educational-needs-and-disabilities</a>	<a href="#">Bradford</a>
Oldham	<a href="http://www.oasisacademyoldham.org/content/send-2">http://www.oasisacademyoldham.org/content/send-2</a>	<a href="#">Oldham Council</a>
Wintringham	<a href="http://www.oasisacademywintringham.org/content/sen-18">http://www.oasisacademywintringham.org/content/sen-18</a>	<a href="#">North East Lincolnshire Council</a>
MediaCity UK	<a href="http://www.oasisacademymediacityuk.org/content/send-3">http://www.oasisacademymediacityuk.org/content/send-3</a>	<a href="#">Salford</a>

### All-through Academies:

Academy	Information Report Link	Local Offer
Don Valley	<a href="http://www.oasisacademydonvalley.org/content/send-16">http://www.oasisacademydonvalley.org/content/send-16</a>	<a href="#">Sheffield</a>
Hadley	<a href="http://www.oasisacademyhadley.org/SEND-Overview">http://www.oasisacademyhadley.org/SEND-Overview</a>	<a href="#">London Borough of Enfield</a>
Shirley Park	<a href="http://www.oasisacademyshirleypark.org/content/dsen-offer-0">http://www.oasisacademyshirleypark.org/content/dsen-offer-0</a>	<a href="#">London Borough of Croydon</a>

## Appendix C: Localised SEND procedures and protocols

Academies should attach their own localised SEND procedures and protocols in this appendix.

# Oasis Academy Hobmoor SEND Policy



## Equal Opportunities

At Oasis Academy Hobmoor we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

## Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN;
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership;
- to make clear the expectations of all partners in the process;
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals;
- to identify the roles and responsibilities of all staff in providing for children's special educational needs;
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum;
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Oasis Academy Hobmoor has a named SENCO and a named Academy Councillor responsible for SEN. They ensure that the Oasis Academy Hobmoor Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

## The role of the Academy Council

The academy council challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The academy council has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Academy council reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full academy council.

## What are special educational needs?

At Oasis Academy Hobmoor it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. At Oasis Academy Hobmoor we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person but also areas such as:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

We use our best endeavours to secure **special educational provision** for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new SEND Code of Practice; 0 – 25 (September 2014), i.e.

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

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care

provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

### **Code of Practice 2014**

This SEN policy details how, at Oasis Academy Hobmoor, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

### **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the whole school. The academy council, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the child within the class;
- Use the assessment processes to identify any learning difficulties;
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

### **The Role of the SENCO and what Provision Looks like at Oasis Academy Hobmoor**

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy;
- Co-ordinating provision for children with SEN;
- Liaising with and advising fellow teachers;
- Overseeing the records of all children with SEN;
- Liaising with parents of children with SEN;

- Contributing to the in-service training of staff;
- Liaising with local Secondary schools so that support is provided for Y6 pupils as they prepare to transfer;
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies;
- Co-ordinating and developing school based strategies for the identification and review of children with SEN;
- Monitoring the progress of children on the SEN register through regular classroom observations.

### Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This might lead to the conclusion that the pupil requires help **over and above** that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening;
- Closes the attainment gap between the child and his peers;
- Better the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, Oasis Academy Hobmoor will adopt a graduated response. We first assess needs; we then plan for this. We put provision in place and we then review it to see if it is successful (**Assess, Plan, Do and Review**) This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of The Birmingham SEN Toolkit and provision map and the SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for an **Education Health and Care Plan**, we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. **Additional Support** will be put in place and monitored for a period of up to 6 - 12 weeks. This support is recorded on the school's **Provision Map** and discussed with parents at parents evening meetings. If no progress is noted after this time the child **may** be added to the school SEN register and will receive **Enhanced Support**. The class teacher after discussion with the SENCO will then provide interventions/support that are additional to those provided

as part of the school's differentiated curriculum and the child will be given individual learning target. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and child.

### **Reasons for a child being added to the SEN database may include the fact that he/she:**

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent social, emotional or mental health difficulties which are not improved by the techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment;
- Has communication and / or interaction difficulties, and continues to make little or no progress.

### **Partnership with parents**

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains links to our policy for special educational needs, the **Special Educational Needs Information Report** including the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENCO and parents and children have access to the school website which has a section dedicated to Special Educational Needs.

## **The Nature of Intervention and support**

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments/observations. This may include:

- Differentiated learning materials or specialist equipment;
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCO; or, with TA support or other specific interventions. Details of which can be found on our website;
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness;
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENCO and they will have specific time slots to discuss individual targets and progress with the SENCO on termly basis.

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP or other target system) continues to be the responsibility of the class teacher.

### **Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period;
- Continues working substantially below that expected of children of a similar age;
- Continues to have difficulty in developing literacy and mathematical skills;
- Has emotional or social skill difficulties which regularly and substantially interfere with the child's own learning or that of the class group;
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

## **Monitoring and evaluation**

The SENCO monitors the movement of children within the SEN system in school and provides staff and academy councillors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Plans for children. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition, the SENCO and the named academy councillor with responsibility for special needs also hold regular meetings

## **School Request for an Education Health and Care Plan**

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual plans and targets for the pupil;
- Records of regular reviews and their outcomes;
- Records of the child's health and medical history where appropriate;
- Attainment in literacy and numeracy;
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist;
- Views of the parents.

**An Education, Health and Care plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.**

It is a new way of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This new process focuses on what is important for children and young people, i.e. what they and you want to achieve now and in the future.

## **Concerns and Complaints**

Oasis Academy Hobmoor has clear procedures in place to allow parents/ carers to voice concerns about any aspect of their child's provision. Our complaints policy is available on the Academy website.

If the concerns centre around SEND provision, the first person to contact is the Inclusion Leader. If parents are not satisfied that their concern has been addressed, they should speak to the Principal, Mr Tarry.

If parents feel the issues have still not been resolved, a meeting will be arranged with the Chair of the Academy Council, who can be contacted via the school.

Please note that complaints and/ or appeals relating to Statutory Assessments or EHCPs should be made against the local authority and not the academy or OCL.

September 2017

Wendi Mike (Inclusion Leader)

See also:

Oasis Academy Hobmoor SEN Information Report