



# **SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY**

September 2019

# **Special Educational Needs and Disability Policy**

## **SCOPE OF POLICY**

This policy applies to students with special educational needs (SEND), their parents and all staff.

## **DEFINITION OF SEND**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person 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 Colleges or mainstream post-16 institutions

Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream Colleges, maintained nursery Colleges, and mainstream post-16 institutions or by relevant early years providers.

*Special Educational Needs and Disability Code of Practice: 0 to 25 years*

## **2015 DISABLED STUDENTS**

Many children and young people who have SEND 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’.

There is a significant overlap between disabled young people and those with special educational needs. Where a young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

## **KEY REQUIREMENTS/ LEGAL DUTIES**

This policy responds to the requirements and recommendations of:

- The Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137

## **CORE PRINCIPLES**

Oasis Academy Wintringham fully endorses the SEND Code of Practice (2015) core principles:

All children and young people are entitled to an education that enables them to make progress so that they

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

*Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015*

The Academy is fully committed to the inclusion of students with special educational needs and disabilities (SEND) providing that the Academy is compatible for the child's age, ability and aptitude and that their attendance is not incompatible with the efficient education of other students in the Academy and is an efficient use of the Local Authority's resources.

In keeping with the Academy's equality principles, we affirm that:

- All learners are of equal value
- We recognise, respect and value difference and understand that diversity is strength
- We foster positive attitudes and relationships
- We foster a shared sense of cohesion and belonging
- We have the highest expectations of all our students
- We work to raise standards for all students, but especially for the most vulnerable.
- We observe good equalities practice for our staff

- All areas of the building are fully accessible for people with disabilities or limited mobility.

## OBJECTIVES OF THIS POLICY

- To identify and provide for students who have special educational needs;
- To work within the guidance provided in the SEND Code of Practice 2014;
  - To operate a 'whole student, whole Academy' approach to the management and provision of support for special educational needs;
- To ensure access to the curriculum for all students;
- To provide support and advice for all staff working with students who have special educational needs;
- To develop and maintain partnership and high levels of engagement with parents;

## PARTNERSHIP WITH FAMILIES

The Academy works in partnership with parents / carers. This will enable students with SEND to achieve good outcomes. The Academy recognises that parents / carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership.

We have high aspirations for all our students, including those with SEND. In keeping with the principles of Person Centred Planning \* students with SEND are integral to the decision-making processes affecting them. We recognise that young people are entitled to the same quality and level of information, advice and support as their parents. Students' views, opinions, wishes and feelings are always considered. We aim to provide as much information and support as necessary to help students achieve the best possible outcomes, preparing them effectively for adulthood. This is especially important at Key Stage 5, as some rights to participate in decision making about EHC plans transfer from the parent to the young person.

*\* Person Centred Planning is a process for continual listening and learning, focussing on what is important to someone now and in the future, and acting upon this in alliance with their family and friends*

## IDENTIFYING AND ASSESSING STUDENTS WITH SEND

The Academy has a clear approach to identifying and responding to SEND. All teachers at Oasis Academy Wintringham are responsible for identifying students with SEND and, in collaboration with the SEND leader, will ensure that those students requiring different or additional support are identified at an early stage.

- On entry to the Academy every student's attainment is assessed in order to ensure continuity of learning. This may flag up students who require additional class based interventions and/or further assessment.

- Information from the primary school is used to shape the students' curriculum and pastoral provision in the first few months. This ensures that students have opportunities to demonstrate knowledge and understanding.
- The Academy gathers information about student's progress on a regular basis, alongside national data and expectations of progress. Academic data is updated five times a year and shared with students and parents. Progress is the crucial factor in determining the need for additional support. Less than expected progress might:
  - be significantly slower than that of their peers starting from the same baseline
  - failure to match or better the student's previous rate of progress
  - failure to close the attainment gap between the child and their peers
- This can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.
- Students may also be identified via pastoral and academic tracking meetings where attendance and behaviour data are considered.
- Where teachers decide that a student is making less than expected progress despite verified high quality, differentiated teaching, they will consult parents and carry out further class based assessments. A period of additional class based interventions will then follow.
- If, despite class teacher intervention the student continues to make less than expected progress, the SEND leader is consulted.
- The SEND leader is then responsible for investigating and where necessary assessing the student to determine if the student has SEN, noting areas that are barriers to learning which may require support.
- The identification and assessment of SEND includes an early discussion with the student and their parents. These early discussions with parents enable Academy staff to develop a good understanding of the student's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the student and the next steps.
  - We expect students and parents to participate as fully as possible in the assessment, planning and reviewing process.
- With parental agreement, the Academy will liaise with outside professionals if they are already involved with the student.
- For higher levels of need, the SEND leader will draw on more specialised assessments from external agencies and professionals.

The SEND Code of Practice 2015 does not assume that there are hard and fast categories of SEND. It recognises that children's needs and requirements fall into four broad areas:

- Communication and interaction

## **Cognition and learning**

- Social, emotional and mental health difficulties
- Sensory and/or physical needs

In line with the SEND Code of Practice we accept that students often have needs that cut across all these areas and their needs may change over time.

We acknowledge that while considering the needs of the whole child, some areas which are not SEND may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of the pupil premium
- Being a looked after child

## **THE GRADUATED APPROACH TO MEETING SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

High quality teaching Teachers are responsible and accountable for the progress and development of the students in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to pupils who have or may have SEND. High quality teaching of all students, including those with special educational needs, is a whole-Academy responsibility. This requirement has been strengthened in the SEND Code of Practice 2015.

**We understand that additional intervention and support cannot compensate for a lack of good quality teaching.**

- All OAW students have access to a broad and balanced curriculum, with targets that are deliberately ambitious.
- The Academy sets students by ability, to ensure that less able students are taught in smaller classes with increased adult support. This allows the curriculum to be personalised according to their needs.
- The Academy regularly (i.e. at least twice a year) reviews the quality of teaching for all students, including those at risk of underachievement. In addition, the SEND leader carries out regular learning walks to ensure that high quality teaching for SEND students is in place across the curriculum.
- There is regular advice and training delivered by the SEND leader for colleagues at all levels. The aim of this advice and training is to improve teachers'

understanding of the SEND most frequently encountered and to develop their skills in identifying students with particular barriers to learning.

- Where necessary outside agencies deliver bespoke training.
- Staff are able to observe outstanding teaching of students with SEND as part of normal staff development opportunities.

### **Increased levels of provision and support**

However, in spite of high quality, differentiated teaching, it may become evident that some students need increased levels of provision and support.

- In consultation with parents and their child, the desired outcomes, including expected progress and attainment, are agreed.
  - A decision is then made as to whether this can be provided by adapting the
- Academy's core offer or whether something different or additional is required.
- All teachers and support staff who work with the student are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the Academy's information system (SIMS).
  - Where it is decided that a student has a special educational need (SEND), this decision is recorded in the Academy records and the parents are informed.
- A clear date for reviewing progress is agreed, with clear actions set out for the parent, student and teaching staff.
- Subject teachers remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the subject teacher, they will still retain responsibility for the student. Teachers are expected to 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 SEND leader will support subject teachers in the further assessment of the student'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 student's progress are reviewed in line with the agreed date, as part of the normal cycle of discussions with parents of all students. The views of the student and their parents are integral to this process.



- The SEND leader, working with subject teachers, may revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

- A record of the outcomes, action and support agreed through the discussion will be kept and shared with appropriate Academy staff. The record will be given to the student's parents. The Academy's management information system (SIMS) will be updated as appropriate.
- If a student continues to make less than expected progress, despite support and intervention, the Academy may involve specialists, both in-house and from outside agencies.
- The Academy will provide an annual report for parents on their child's progress, as part of the normal reporting process.

For those students with the highest level of need it may be appropriate for the SEND leader to request an Education, Health and Care (EHC) assessment (formerly known as a statement). Students and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

As part of the EHC assessment the Academy may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

### **Oasis Academy Wintringham's Provision for students with SEND**

The Academy's notional SEND budget is used to commission a range of services to support students:

<b>Provision</b>	<b>Details</b>	<b>Target Students</b>
In class support from a Teaching Assistant	Support the personalisation of lessons. Ensure that target students meet their lesson objectives.	Those with an EHC plan, where it is necessary in order to meet objectives. Other students with SEND who require additional staff support to meet lesson objectives.
Learning Support Unit	A unit within the Academy that students will be timetabled for particular lessons to enable them to get extra support in certain subject areas. Additional assessments such as scotopic and dyslexia take place in here.	Students presenting needs in particular curriculum areas.
Speech and Language Therapy	Speech therapists carry out assessments, design programmes of intervention, deliver interventions, review progress and train staff.	Students presenting speech, language or communication needs.
Literacy Interventions	We run a range of literacy interventions aimed at students with significant reading, writing and comprehension	Each intervention has its own entry criteria based on the assessment of

	difficulties. Progress is very closely monitored through regular assessments.	reading, spelling, academic progress data, and specialist literacy assessments.
Alternative Provision	Specialist provision for students with marked emotional and behavioural difficulties. Short and long term placements.	Students with a high level of need, in particular those with behaviour, social, emotional and mental health difficulties.
1:1 Mentoring	Mentoring programme.	Students displaying a wide range of emotional and social difficulties.
SEMH Support	1:1 and group work with a specialist counsellor. Programmes are time limited and look at varying issues that are preventing a student from being fully successful in school.	Any student referred through the ISRT meeting.
EP	Assessments and meeting with the EP in order to give further advice to the Academy on specific needs of students or to aid the process of an EHCP.	Students displaying high levels of need.

The above provisions are reviewed regularly by the SEND leader to establish whether they are contributing significantly to student progress and offer value for money.

The SEND leader is responsible for maintaining an individual provision map for each student with SEND. This clearly outlines the support put in place which is additional to or different from that which is offered through the Academy's curriculum. **It demonstrates how any additional funding is used.**

**The provision map also helps the Academy maintain an overview of the programmes and interventions used with different groups of pupils and provides a basis for monitoring the levels of intervention and demonstrates how the additional funding is used.**

## **TRANSITION TO FURTHER EDUCATION, EMPLOYMENT AND TRAINING**

We place students and their families at the centre of planning for future transitions.

Oasis Academy Wintringham uses the YPSS service to enable our students to access the best and most appropriate pathway for themselves when they leave us at the end of year 11. The Connexions service helps students to find the right college and course for them to move on to or the right apprenticeship scheme.

The SEND leader will work closely with the Connexions service to ensure that the SEND students in the Academy are on the right pathway for them.

## **STUDENTS WITH SEND AND BULLYING**

Our Equality Policy makes it clear that all our students have the right to feel safe from bullying. We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Students with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly.

## **STUDENTS WITH SEND AND EXCLUSIONS**

When considering whether to exclude a student with SEND, OAW pays due regard to Government guidance issued in June 2012 which states that Academies should try every practicable means to maintain a student with SEND in the Academy and should seek local authority and other professional advice as appropriate.

### **THE ROLE OF THE SEND leader SEND leader**

SEND leader; Mr Dan Scott  
01472 871811  
Dan.Scott@oasiswintringham.org

The SEND leader plays a crucial role in the Academy's SEND provision. Her responsibilities include:

- Overseeing the day-to-day operation of this policy
  - Co-ordinating the provision for students with SEND, including the transition class
  - Liaising with and giving advice to staff
  - Advising on the graduated approach to providing SEND support
  - Delivering high quality training to staff
  - Ensuring that the Academy keeps the records of all pupils with SEND up to date
  - Liaising with students with SEND and their parents
  - Liaising with the relevant Key Worker where a looked after student has SEND
  - Liaising with external agencies
  - Liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned organising access arrangements for public examinations
  - Tracking SEND students' attainment and progress to ensure that the gap between
- SEND and non-SEND continues to reduce.

- Advising on the deployment of the Academy's delegated budget and other resources to meet pupils' needs effectively
- Leading on the department's improvement planning

- Working with the Principal and Academy governors to ensure that the Academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

## **THE ROLE OF THE ACADEMY COUNCIL**

The designated academy councillor for SEND is Samantha Wright.

The Academy Council Body's responsibilities to students with SEND include:

- Having a designated Governor to oversee SEND within the Academy
- Annually update the SEND information report on the Academy's website
- Ensuring that provision of a high standard is made for students with SEND
- Ensuring that students with SEND are fully involved in Academy activities
- Having regard to the Code of Practice 2015 when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing the SEND Policy

## **COMPLAINTS PROCEDURE**

The Academy's complaints procedure is outlined in the prospectus and on the Academy's website.

## **PUBLISHING INFORMATION: SEND INFORMATION REPORT**

Oasis Academy Wntringham's governing body will publish information on the Academy's website about the implementation of the policy for students with SEND.

- The information will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.
- The information will include
  - The kinds of special educational needs that are provided for
- Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SEND leader
- Arrangements for consulting parents of children with SEND and involving them in their child's education
- Arrangements for consulting young people with SEND and involving them in their education

- Arrangements for assessing and reviewing student's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

- Arrangements for supporting students in moving between phases of education and in preparing for adulthood
- The approach to teaching students with SEND
- How adaptations are made to the curriculum and the learning environment of children and young people with SEND
- The expertise and training of staff to support students with SEND, including how specialist expertise will be secured
- Evaluating the effectiveness of the provision made for students with SEND
- How students with SEND are enabled to engage in activities available with students in the Academy who do not have SEND
- Support for improving emotional and social development including extra pastoral support arrangements for listening to the views of students with SEND and measures to prevent bullying
- How the Academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting student's SEND and supporting their families
- The above information will include arrangements for supporting children and young people who are looked after by the local authority and have SEND.
- Information on the Academy's SEND policy
- Named contacts within the Academy for situations where students or parents have concerns
- Arrangements for handling complaints from parents of students with SEND about the provision made at the Academy
- Details of the Academy's contribution to the Local Offer, including information on where the local authority's Local Offer is published.