



Special Educational Needs and Disability (SEND) Policy



## 1 Introduction

1.1 All Oasis academies are caring communities which aim to promote the mutual respect and understanding and an effective education for all its students. Oasis Community Learning believes that all children and young people should be equally valued and therefore will do all we can do to promote equality of opportunity and outcomes, and to help develop a learning environment where all children and young people can flourish and feel safe.

1.2 All young people should have access to a broad, balanced and relevant curriculum, with teaching and learning strategies that maximise achievement and prevent failure by removing barriers to learning and providing access to a wide range of learning challenges.

1.3 This policy refers to children and young people with special educational needs (SEND) including why and how the Academy works with them. The guiding principle which informs this policy is ensuring that students with SEND are given equal opportunities with their peers to fulfil their academic and personal potential and are helped to feel worthy and important members of the wider Academy community.

### Definition of SEND

1.4 The Education Act 1996 states that a child has special educational needs if s/he has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority. Special educational provision includes that which is in addition to, or different from the provision generally made for children of the same age.

1.5 The legal definition of disability is not the same as the definition of special educational needs. The Disability Discrimination Act (DDA) 1995 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.'

1.6 This policy refers to academy provision and protocol for students who have been diagnosed with SEND. The Disability Equality Policy covers any student who may fall under the definition of disabled in the DDA but who does not have SEND. Both policies however, do necessarily dovetail and overlap.

1.7 Students with SEND admitted to the Academy could have difficulties with one or more of:

- Cognition and Learning;
- Communication and Interaction;
- Behaviour, Emotional and Social; or
- Sensory and/or Physical

## 2 Vision and Aims

The aims of this policy are:

- To ensure that the Academy fully complies with the requirements of the Education Act 1996, the SEND Regulations, the SEND Code of Practice 2001 Disability Discrimination Act 1995 and 2005, SEND and other statutory guidance are implemented effectively within the Academy;
- To ensure that every student with special educational needs:
  - is fully included in Academy life regardless of their particular special educational needs;
  - is a successful learner
  - be healthy;
  - stay safe;

- enjoy and achieve;
- make a positive contribution; and
- achieve economic wellbeing.

### 3 Objectives of the Principal; in making provision for students with SEND:

- Do their best to ensure that the necessary provision is made for any student who has SEND;
- Determine the role of the SENDCo in relation to the leadership and management of the Academy;
- Determine the key responsibilities of the SENDCo and monitor the effectiveness of the SENDCo in undertaking those responsibilities;
- Make sure that all staff are aware of the importance of identifying and making provision for students with SEND;
- Make sure that parents are notified of a decision by the Academy that SEND provision is being made for their child;
- Make sure that students with SEND join in the activities of the Academy together with students who do not have SEND, so far as is reasonably practical. Factors that may come into consideration are whether the activities are compatible with the student receiving the SEND provision; the efficient education of the students with whom they are educated; and the efficient use of resources;
- Make sure that students are made known to all staff who are likely to teach them;
- Ensure that support is specific and appropriate;
- All staff work towards the improvement of literacy and numeracy standards in the Academy;
- Ensure that all support services which are available from the local authority and local health trust are deployed and managed effectively;
- Help students with behavioural difficulties to work to improve their behaviour;
- Ensure that all staff are aware of the SEND policy of the Academy and work appropriately with all SEND children;
- Have regard to the SEND Code of Practice when carrying out its duties toward all students with SEND;
- Ensure that there is a successful partnership between parents and the Academy in relation to individual student needs;
- Report to parents on the implementation of the Academy's SEND policy; and
- Consult the local authority and governing body of other local schools, when it seems to be necessary or desirable so as to co-ordinate SEND provision in the local area.

### 4 Implementation

4.1 The Academy has regard to all the requirements of the SEND Code of Practice (2001). The SEND Code promotes a common and graduated approach to identifying, assessing and providing for students' special educational needs. The approach is a model of action and intervention to help students who have SEND make, at the very least, adequate progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a student may be experiencing.

4.2 The focus of the graduated response is on improving teaching and learning at all times. Teaching staff are expected to look carefully at how they organise their lessons, the classroom, the books and materials they give to each student and the way they teach and assess progress. So all teaching staff will consider a number of options and choose from a range of activities to identify the most appropriate ways to help each student learn. This is one way of personalising teaching and learning.

### 5 Co-ordination of the Academy's special educational provision

5.1 The SEND coordinator is responsible for co-ordinating the day to day provision of education for students with special educational needs at the Academy.

5.2 A list of all teaching and support staff with responsibility for areas within SEND can be found in the Academy's Staff Handbook.

6 The arrangements for co-ordinating the provision of education for students with special educational needs at the Academy

### 6.1 Identification and Assessment

NOTE: The following list of bullet points is an example. An appendix will include details specific to each Oasis Academy, taking into account the local authority systems, the Academy's organisation and staff expertise.

- Wherever possible, SENDCO/SEND staff attend Year 6 Annual Reviews of students with statements of SEND transferring to the Academy;
- SEND staff liaise with partner Primary schools in the Summer term to identify and plan to support children with known SEND issues;
- Key stage 2 SATs results are used to identify year 7 students working below level 3;
- Reading and spelling age testing is carried out early in Year 7 for all students, along with Cognitive Ability tests (CATs);
- Teaching and support staff identify students causing concern who may require additional support though their day to day dealings with them;
- Parents are encouraged to contact the SENDCO/SEND team if they have concerns about the progress of their child; and
- Students may self-refer.

### 6.2 SEND Provision

All teachers at Oasis academies are teachers of students with SEND. Teachers and support staff receive in-service training in identifying and supporting students who require an education offer that is additional to and different from the differentiated curriculum offered to all students.

NOTE: Sections 6.3 to 6.8 below are examples. Each Oasis Academy will specify its arrangements under these headings in a separate appendix. These arrangements take into account the local authority systems and offer; the Academy's organisation; staff expertise.

### 6.3 Numeracy

- The Maths Curriculum Leader works on curriculum development with the maths dept. linking the current syllabus with the numeracy framework for the less able group in years 7 and 8;
- Support of KS3 curriculum, focusing on under achieving students: intensive group work supporting class syllabus;
- Some withdrawal work is offered to students still operating below age expected progress: targets refer to the Numeracy Framework and emphasis is on skills for life;
- Support for Entry Level Maths is available to KS4 students; and
- KS4 students who are not making their targets in maths are given additional support, and maths mentoring is offered outside classroom hours.

### 6.4 Literacy

- The English Curriculum Leader works on whole academy initiatives to improve literacy. This includes

work on key words, writing frames and an audit of need in spelling and reading for Year 7;

- Work is continuing in developing the English curriculum for the less able groups in years 7 and 8 in line with the Literacy framework;
- Students who are still operating below age expectation targets are split into small groups for help with reading, writing and spelling;
- Students who have marked specific learning difficulties are given additional support where possible; and
- Students in need of support are also identified by CATs testing in Year 7.

#### 6.5 Access arrangements for examinations are organised jointly by the SENDCo and Exams Officer

This can include 25% extra time, and/or provision of reader and /or scribe.

#### 6.6 Support for Behavioural, Emotional and Social Difficulties

- Support at KS3 and 4 with pastoral managers for each key stage;
- Outside agency support co-ordinated by pastoral managers and Achievement Leaders;
- Educational Studies and some aspects of SEAL within the curriculum in Progress Time (starting with Yr7);
- Anger management workshops;
- Counselling is available for selected students;
- Learning Support Unit for KS3 students.

#### 6.7 Provision for Sensory and/or physical needs

- Outside agency support from Sensory impairment service;
- Provision of an ICT support system for writing;
- Access to specialist teachers for Sensory impairment and/or physical needs;
- Medicines management and administration as set out in separate Medical Treatment of Students policy.

#### 6.8 Provision for Communication and Interaction Difficulties

- Speech and Language workshops are available;
- Self-esteem workshops are available.

### 7 Procedures used by the Academy for working with SEND students

7.1 There is a continuum of special educational needs, and in response to this academies will make full use of available Academy staff and classroom resources before bringing external specialist expertise to bear.

#### 7.2 Student Progress

At the heart of the work in each class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities and interests of students. The majority of students will learn and make good progress within these arrangements. Good progress might be progress which:

- reduces the attainment gap between student and peers
- prevents the attainment gap growing wider
- matches or betters the student's previous rates of progress
- demonstrates an improvement in skills or behaviour
- demonstrates an improvement in self-help, social or personal skills

- ensures access to the full curriculum
- is likely to lead to appropriate accreditation
- is likely to lead to participation in further education, training and/or employment

Those students whose overall attainments or attainment in specific subjects fall significantly outside the expected range and who are not making adequate progress may have special educational needs.

- 7.3 The procedures below follow the SEND Code of Practice. The Academy employs a graduated response through interventions at SEN Support (K) and Education, Health and Care Plan (EHCP) or Statements of SEND (E).
- 7.4 The graduated response to meeting individual needs starts once it is decided that a student may have SEND and immediately any SEND provision is made for that student. The key test is where the student is not making at least adequate progress or is unable to access the curriculum. The appropriate member of staff (e.g. SENDCo, pastoral leader, form tutor) will inform the student's parents as the Academy starts making provision and will explain in detail the provision to be made for their child and how outcomes will be monitored and reviewed.
- 7.5 **SEN Support (K)**  
Once a student is identified as having SEND the additional or different provision is described as SEN support (K). The Action could be further assessment, additional or different curriculum materials or a different way of teaching and it might sometimes but not always be additional adult support.
- 7.6 Strategies and interventions used are recorded in a student's Portable Support Plans. Portable Support Plans are a teaching and planning tool. They are working documents for all teaching staff recording key short-term targets and strategies for an individual student that are different from or additional to those in place for the rest of the group or class.
- 7.7 Portable Support Plans will focus on up to three or four key individual targets that will help meet the individual student's needs and particular priorities. The student's strengths and successes should underpin the targets set and the strategies used. Targets will relate to key areas in communication, literacy, mathematics or aspects of behaviour or physical skills. Sometimes strategies will be cross-curricular and sometimes subject specific. Success and/or exit criteria will also be included and student outcomes will be recorded and reviewed. Parents are encouraged to review student's progress meetings at least once a year
- 7.8 Intervention packages will vary according to the level and type of need. The Academy's Provision Map shows how interventions are divided into School Action/School Action Plus and Statemented provision.

## 8 Staffing Arrangements:

- 8.1 Different aspects of special educational needs provision are supported by a range of additional people, including Teaching Assistants, Learning Mentors, Specialist Teachers and health professionals.
- 8.2 The SENDCo is responsible for:
- overseeing the day-to-day operation of the Academy's SEND policy;
  - liaising with and advising teaching staff;
  - managing the SEND team of teachers and learning support assistants/teaching assistants;
  - coordinating provision for students with special educational needs;
  - overseeing the records on all students with SEND;
  - liaising with parents of students with SEND;
  - contributing to the in-service training of staff;
  - liaising with external agencies, including educational psychology services, Connexions, medical and social services and voluntary bodies.
- 8.3 The SEND team/department working specifically with students with SEND have specific

responsibilities for, for example:

- considerable specialist knowledge in the areas of basic literacy and numeracy;
- expertise in working with vulnerable children and those with severe emotional and behavioural difficulties;
- providing counselling on a regular basis;
- providing speech and language interventions.

8.4 Differentiated work may be provided where this is appropriate and all members of the SEND team/department are available to give advice and help where this is requested.

8.5 All staff in the Academy have a responsibility to understand the needs of, and work with the SEND students in their classes and to follow and contribute to, for example, Portable Support Plans, whole school Provision Map.

## 9 Facilities

**NOTE:** Each Academy has different specialist facilities, including medical and time out rooms, LSU facilities or ICT provision, which will be used for SEND provision. Descriptions of these facilities and additional resourced provision or specialist units are included in an appendix at the end of the policy.  
SEND

## 10 Admission Arrangements

The statement set out below sits alongside the Academy's general Admissions Policy.

Academies must not discriminate against students or prospective students on the grounds of SEND and must admit them. All Academies when they have reached their admission limit can admit students according to criteria, but such criteria must not discriminate on the grounds of SEND.

Academies must not discriminate against a child with SEND:

- in the arrangements they make for determining student admission to the Academy;
- in the terms on which they offer to admit a SEND child to the Academy ; or
- by refusing or deliberately omitting to accept an application for admission

The prospectus must include:

- arrangements for the admission of students with SEND;
- details of steps being taken to prevent SEND students being treated less favourably than other students;
- details of existing facilities to assist access to the Academy by students with SEND.

In accordance with the School Admissions Code 2009 Academies must admit students with SEND with a statement or EHCP regardless of whether the Academy is full. Students with SEND but without statements must be treated at least as quickly as other students. Outside the normal admissions round Academies must admit 'statemented' students regardless of whether the academy is full. Students with SEND who are not 'statemented' who are applying for a place outside the normal round have to be treated in the same manner as other students, but protocols must be in place to include arrangements that where there is a prior need for particular support or for reasonable adjustments to be made for students with SEND or disabilities, such children should be placed quickly by Local Authorities. Academies, therefore, must make their decisions in respect of such students within a reasonable timescale.

Academies may not refuse admission to a child because they feel unable meet his/her particular SEND or believe they are unable to cater for SEND students in general. Students with SEND,

but without statements, must be treated as fairly as all other applicants for admission.

Academies must not refuse to admit children in or outside the normal admission round on the basis of their poor behaviour, whether or not such behaviour is identified as a SEND. They also must not refuse to admit a child thought to be potentially disruptive, or to exhibit challenging behaviour, on the grounds that the student should first be assessed for SEND.

Parents of children with statements of SEND preference can make representations as to the particular school they would like their child to attend. If they do, the LA should consult such school and, as part of that consultation, ask them whether the child's attendance would be incompatible with the efficient education of the other children and to consider whether there are any reasonable steps that could be taken by the school or by the LA to prevent that incompatibility.

New Academy Funding Agreements require that they must consent to be named and admit a student with a statement unless to do so would be incompatible with the provision of efficient education for other student and no reasonable steps can be taken to secure compatibility. This position tracks the requirement on maintained schools under sections 316/316A, Education Act 1996.

If the Academy believes that to admit the student would be incompatible with the provision of efficient education for other students, then it should make this clear to the LA and submit evidence to this effect during the 15 day consultation period. However, the LA may disagree with the Academy's arguments. Where there is disagreement between an Academy and the LA, the matter may be referred to the Academies SEND Dispute Resolution Service set up by the DFE specifically for this purpose.

Ultimately, the Academy, may ask the Secretary of State to make a final determination as to whether or not it should be named. Once named in this way the Academy must admit the student in accordance with the terms of its Funding Agreement with the Secretary of State.

## 11 Resources allocated to and amongst students with SEND

- TAs/LSAs allocated to lower ability teaching groups across the curriculum;
- off-site activities including work experience for selected students in Key Stage 4 and Key Stage 5;
- purchase and maintenance of specialist software;
- additional resources allocated to the library, Learning resource centre;
- purchase of specialist equipment for individuals;
- deployment of central staff in line with statements;
- homework support, especially for year 7 in Homework Club;
- reading club for Yr 7 and 8 students;
- Learning Mentor support for short term intervention; or
- Learning Mentor small group support

## 12 How SEND students needs are determined and reviewed

- ### 12.1 Identification of needs and determination of the particular individual needs of students is a collaborative process between Academy staff, the SENDCo, student and parents, with additional expertise provided as and when appropriate from the Academy's attached Educational Psychologist, and for example, LA or other advisory staff for autistic spectrum disorders, behaviour, specific learning difficulties, physical needs etc, the CAMHS team, speech and language therapy, occupational therapy, physiotherapy and medical and nursing services.

- 12.2 Needs and provision for students with statements of SEND is determined by the local authority, and are met through resources provided directly by the local authority and from Academy resources.
- 12.3 Portable Support Plans are reviewed at least once a year. Statutory reviews of statements take place at least annually or more frequently if the statement so requires. Interim or early reviews of statements are called where the Academy identifies a student who is at serious risk of disaffection or exclusion and it is suspected that the existing provision may no longer be suitable.
- 13 Arrangements for providing access to a balanced and broadly based curriculum for students with SEND
- 13.1 Students with SEND do not follow a different curriculum to other students. Where appropriate, reasonable steps are taken to modify the curriculum and make reasonable adjustments for students with SEND. On many occasions such action will be the same or similar to arrangements made for students with disabilities. It is only on the advice of the Educational Psychologist or a relevant health professional, or if it is set out in an individual student's statement, that any student would be dis-applied from any aspect of the National Curriculum.
- 13.2 The SEND team helps students access the National Curriculum by:
- Helping students improve their literacy and numeracy skills;
  - Ensuring all teaching staff have access to and have had training in helping students to improve their literacy skills;
  - Supporting students in lessons;
  - Offering help with homework at lunchtimes and after school ;
  - Helping staff develop differentiated schemes of work;
  - Providing staff with alternative and appropriate teaching strategies and approaches; and
  - Making information accessible in a range of different ways for SEND students.
- 13.3 Students may be provided withdrawal lessons - after consultation with the student and parents and with the consent of subject teachers. Withdrawal lessons take place because it is felt that the specific student's literacy or numerical skills are so weak that their needs cannot be addressed other than through individual or small group teaching.
- 14 Monitoring, Evaluation and Review
- 14.1 This is how the Academy Council evaluates the success of the education which is provided for SEND student:
- Academy Development Plan presented at Academy Council's Meetings;
  - reports on special projects presented to Academy stakeholders via meetings;
  - regular visits to the department by the nominated Academy Council member and feedback from him/ her to the full Academy Council;
  - whole Academy examination targets include improvement at 1+ A\*-G and 5+ A\*-G as well as 5+ A\*-C;
  - whole Academy targets have included reduction in permanent exclusions;
  - Provision Mapping (audit of need and planning for support);
  - SEND policy reviewed on an annual basis.
- 14.2 In addition the Academy Council will monitor the work of the SENDCo through:
- considering Principal reports that reflect the activities of the SENDCo and any current issues;
  - considering reports from the SENDCo;
  - having regular discussions between the SEND governor (or SEND committee) and the SENDCo;

- inviting the SENDCo to attend meetings at regular intervals to report in person.
- 15 Arrangements made by the Academy Council relating to treatment of complaints from parents of students with SEND concerning the provision made at the Academy.
- 15.1 Everyone at the Academy is constantly striving further to improve the quality of education provided for students. The Principal is grateful to receive any comments about the Academy's performance including suggestions for improvement.
- 15.2 Similarly any complaints should in the first instance be directed to the Principal. However, should a parent feel that his/her complaint has not been dealt with satisfactorily by the Principal he/she has the right to further action as explained in the Academy's Complaints Policy.
- 16 Arrangements made for In-service training
- The INSET Co-ordinator consults the SENDCo when INSET is planned so that there are regular updates on changes in practice and training in the INSET calendar;
  - The INSET diary also takes into account national and local initiatives especially those related to numeracy, literacy and behaviour;
  - NQTs and all new staff have INSET in order that they are familiar with how the SEND Code of Practice requirements work in practice and the Academy's expectations of their role in working with students with SEND and disability;
  - Teaching Assistants (TAs)/Learning Support Assistants (LSAs) have the opportunity to study for NVQ 1-3 TA qualification.
- 17 External Support Services
- The Academy uses the services of an educational psychologist for students who are demonstrating significant difficulties;
  - The SENDCo involves other outside agencies including Social Services (see Child Protection Policy), Education Welfare Officer, Sensory Impaired Service, Academy Nurse, Speech and Language and Occupational Therapy, and CAMHS.
  - The SENDCo has regular meetings with the Educational Psychologist, the Academy Nurse, the Connexions Personal Adviser and the Education Welfare Officer.
- 18 The use made of teachers from outside the Academy
- Students with either a hearing, sight or speech impairment have a specialist teacher who comes in and works with them and the SENDCo;
- 19 The role played by parents of children with SEND
- 19.1 The Academy will ensure that parents and students are involved in decisions about what SEND provision should be made. All Oasis academies recognise that parents hold key information, knowledge and experience to contribute to the shared view of the best way to support behaviour and learning. The views of the students and their parents will be heard and incorporated into the planning to meet their needs.
- 19.2 The overriding aim is to have a productive partnership with parents
- The SEND department ensures that parents are kept informed of the work done with their child;
  - Parents are encouraged to contact the SEND department if there are concerns they wish to discuss;
  - Parents are invited to contribute to review processes;

- All contact with parents is recorded;
- An additional Parents' Evening for parents of year 7 students is held with the purpose of involving parents in class and homework;
- Parents are identified for support from adult learning classes within the Extended Academy (if the Academy provides extended academy services).