



OAKFIELD ACADEMY

BELIEVE AND ACHIEVE

SEND Information Report 2020

Special Educational Needs and Disabilities (SEND)

Our academy currently provides additional and/or different provision across the four areas of need (as stated in the Code of Practice, 2015), including:

- Cognition and learning (including dyslexia, dyspraxia and moderate learning difficulties)
- Communication and interaction (including autistic spectrum disorder and speech and language difficulties)
- Social, emotional and mental health difficulties (including attention deficit hyperactivity disorder, attachment disorder and mental illness eg/ anxiety)
- Sensory and/or physical needs (including visual impairments, hearing impairments, sensory processing difficulties, physical disabilities and epilepsy)

As of 16th December 2020 Oakfield Academy had 125 pupils receiving some form of SEN Support.

SEND policy

Our approach to identification and assessment of special educational needs is set out in our SEND Policy. This includes information on:

- The identification and assessment of pupils with SEND
- The graduated response (including quality first teaching and the involvement of external agencies)
- The SEND register (including SEND support and EHC plans)

SEND interventions

We offer the current interventions for pupils within the four categories of need:

- Cognition and learning: Spelling detectives groups, ILI sessions (individualised literacy intervention), TA support in class, access to extra English classes rather than Modern Foreign Languages in year 8
- Communication and interaction: Talkabout social communication groups, 1-1 social stories sessions, emotional download sessions at the end of the day, morning meet and greets
- Social, emotional and mental health difficulties: Thrive, ELSA (emotional literacy support), access to quiet areas at social times, time out cards, Forest school, nurture arts and crafts groups, self esteem groups, managing emotions groups, counselling, mentoring, modified timetables using the Flexible Learning Group
- Sensory and/or physical needs: enlarged texts, hearing and radio aids, weighted blankets and sensory support, Learn to Move groups, fine motor handwriting sessions, toileting plans and personal care support

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing the impact of interventions after 10-12 weeks
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans

Deployment of support staff

Considerable thought, planning and preparation goes into utilising our support staff to ensure pupils achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Teaching Assistants are deployed predominantly to meet the provision requirements of high needs pupils as stated within their EHC plans. Remaining teaching assistant hours are used to deliver high quality, time restrained, outcome based interventions (as detailed above). Some teaching assistants are also available to act as general classroom support within English and Maths at Key Stage 2.

Pupils with SEND may, from time to time, require access to different equipment or facilities. We will aim to support these needs following an evidence based approach utilising internal and external resources.

See the Academy Accessibility Plan for further details (<http://oakfieldacademy.co.uk/parents/ofsted-report>)

Staff Training

Staff at Oakfield have received training in many areas including Speech and Language; Dyslexia Friendly strategies; Nurture; ILI; Tourettes; ADHD; Attachment; ASD as well as medical training including First Aid, Diabetes, Barth Syndrome, Turners Syndrome, Hyper Mobility, Juvenile Arthritis and using an epipen.

Staff training is updated regularly depending on the needs within the academy.

Transitions between schools

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. This is in line with General Data Protection Regulation (GDPR).

In addition to the transition provision arranged for all pupils at Oakfield Academy, pupils with SEND will also benefit from:

- Pupils with a high level of need have a school entry plan meeting, which involves parents and all professionals currently working with the pupil, and all those planned to work with them. Their plan is then reviewed after the pupil being in the new school for a term.
- The SENDCO and Admissions Officer will organise extra visits and tours for the most vulnerable pupils, so pupils can familiarise themselves with the surroundings and meet key staff members.
- Designated TAs may be introduced to certain pupils and they may observe pupils in their first schools and/or meet with Year 4 teachers, if appropriate.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met by:

- Differentiating our curriculum to ensure all pupils are able to access it; for example, by ability grouping, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids; for example use of laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching; for example, giving longer processing times, giving short chunked instructions, reading instructions aloud, etc.

Our site is large and sprawling however, all the classrooms are on ground floor level and there is a ramp into the main entrance. We have a disabled toilet large enough to accommodate changing.

See the Academy Accessibility Plan for further details <http://oakfieldacademy.co.uk/parents/ofsted-report>).

Enabling pupils with SEND to engage in activities

All of our extra-curricular activities, workshops delivered by external parties and sports days are available to all our pupils.

Each pupil's needs are considered individually and trips are organised to suit the needs of the majority. If a pupil has a specific need that cannot be accommodated easily, then parents may be asked to support them during the trip, or a trained member of staff may accompany them on a one to one basis. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

No pupil is ever excluded from taking part in these activities because of their SEND.

Support for improving emotional and social development

We are an inclusive academy; we welcome and celebrate diversity. All staff work towards safeguarding and promoting each pupil's self-esteem. We have a caring, understanding team looking after our pupils.

The class tutor has overall responsibility for the pastoral, medical and social care of every pupil in their class, therefore this would be the parents' first point of contact. If further support is required, the class tutor liaises with the Head of Year in the first instance or with the SENDCO for further advice or support regarding SEND.

Nurture provision is in place to support pupils with social and emotional difficulties. Pupils at risk of permanent exclusion are discussed at the Frome Behaviour Panel for further advice and support.

All pupils are prepared for adulthood through our sex education curriculum and specialist drug and alcohol workshops. Further follow up sessions are sometimes required for some pupils to ensure they have a sound understanding of the sensitive topics covered.

Working with other agencies

The Academy works with a number of external partners including:

- Learning Support Service
- Autism and Communication Team
- Educational Psychology Service
- Integrated Therapy Service (including: Speech and Language Therapy and Occupational Therapy)
- Physical Impairment and Medical Support Team (PIMS)
- Hearing Impairment Service
- Visual Impairment Service
- SENDIAS service (Special Educational Needs and Disability Information, Advice and Support)
- Frome Learning Partnership
- Get Set
- Children's Social Services
- Child Adolescent Mental Health Service (CAMHS)

Further development

Our strategic plans for developing and enhancing SEND provision in our academy include:

- Developing SEND support plans for all pupils receiving SEND support, to allow for the regular (termly) setting and reviewing of targets
- The accurate tracking and recording of interventions that take place across the academy and the regular (termly) evaluation of their effectiveness

Complaints about SEND provision

Complaints from parents regarding provision for pupils with SEND are treated in the same way as any other complaints and we follow the Academy Complaints Procedure (<http://oakfieldacademy.co.uk/parents/ofsted-report>).

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

The local authority local offer

The Academy works closely with the local authority which retains a strategic role across its area to support SEND provision. Details of this support are set out in the local authority's local offer which can be found at:

<https://choices.somerset.gov.uk/025/local-offer/>

Legislation and Guidance taken into account when compiling this report include:

- Children & Families Act 2014
- SEND Regulations 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

Links with other policies and documents (all found at <http://oakfieldacademy.co.uk/parents/ofsted-report>)

This report links to our:

- Accessibility plan
- Admissions policy
- Behaviour policy
- Equalities policy
- Safeguarding policy
- SEND policy

- Supporting pupils with medical conditions