



OAKFIELD ACADEMY

BELIEVE AND ACHIEVE

SEND Policy

This is a STATUTORY policy
Recommended for review by SEND Trustee every year

Written by: SENDCo- Jenny Higgins

Approved by: Board of Trustees

Ratified in: October 2020

Next review due: October 2021

Aims

Our special educational needs and disabilities (SEND) policy aims to:

- Set out how our academy will support and make provision for pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Vision

Oakfield Academy is focused upon the well-being and education of the young people in our community.

Our aim is to enable every pupil at the Academy to achieve their full academic potential, to nurture and encourage each of them to become a well-rounded person with a lifelong love of learning, able to build positive relationships and be a happy, confident member of the community.

All pupils identified as having SEND are educated alongside their peers in mainstream classes. The pupils are placed in mixed ability tutor groups and have full access to the National Curriculum, unless otherwise agreed with all stakeholders. All groups in years 5-8 are mixed ability with the exception of Maths and English in KS2 and Science, Drama and Computing in KS3, where pupils are placed in ability groups. In years 5 and 6 an extra group is created for Maths and English to provide smaller sets for pupils requiring adaptation to the curriculum. (Current Covid-19 arrangements may delay or alter this availability).

The SEND department aims to ensure that all pupils are given the necessary support to enable them to have access to all areas of academy life.

Objectives

The academy uses its best endeavours to ensure:

- Pupils with SEND are the shared responsibility of all staff
- All trustees and staff have maximum awareness of SEND and appropriate training to enhance their professional skills
- All teachers are able to identify and provide for those pupils who have SEND
- All pupils have a broad and balanced curriculum which is differentiated to enable maximum progress
- There is a flexible, graduated structure of provision and appropriate resourcing for meeting SEND
- Parents are involved as partners in the education of their children

Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act (2014), which sets out academies responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations (2014), which set out academies responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report
- The Equality Act (2010), which protects people from discrimination in education, the workplace and in wider society

Definition of SEND

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Pupils will not be regarded as having a learning difficulty solely if the language or form of language of their home is different from the language in which they will be taught (where English is their additional language).

Pupils who have difficulties with behaviour will not necessarily be regarded as having a learning difficulty. Their provision will reflect the need to enable the pupil to achieve to the best of their ability without causing disruption to

the learning of others. Their monitoring, target setting, achievements and support may be coordinated through the pastoral system.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other pupils of the same age by mainstream schools.

Identification and assessment of pupils with SEND

Early Identification

If a pupil is known to have SEND when they arrive at the academy, the SENDCo and the pupils' teachers will:

- Use the information from the previous school to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class
- Ensure that on-going observations and assessments provide feedback about the pupil's achievements to inform future planning of the pupil's learning
- Involve the pupil in planning and agreeing targets to meet their needs
- Involve parents in developing a joint learning approach at home and in the academy

Monitoring pupil progress

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

The Graduated response

Oakfield Academy, in line with the Code of Practice, uses a graduated response to meet the needs of pupils with SEND. All teachers refer to the Somerset Core Standards, which set out universal provision that should be available for all pupils.

If progress continues to be less than expected, despite universal provision, teachers will consult with the SENDCo to consider what else might be done. The starting point will always be a review of strategies being used and the way in which these may be developed. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the pupil
- Everyone is clear on what the next steps are

When a young person is identified as needing additional support, the Academy will intervene as described below at SEND support.

SEND Support

When a pupil is identified as having special educational needs, the Academy will provide interventions that are 'additional to or different from' that made generally for other pupils of the same age. This intervention will be described as SEND Support.

The academy follows the graduated approach to SEND support. This takes the form of a four-part cycle of 'assess – plan – do – review'.



Decisions and actions are revisited, refined and revised as it becomes clear what supports the pupil in making good progress. The academy draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the special educational needs of pupils.

The SENDCo will support the assessment of the pupil, assist in planning future support for the pupil in discussion with colleagues and monitor the action taken. The pupil's subject teachers and pastoral tutor will remain responsible for working with the pupil and for planning and delivering an individualised programme.

In some cases outside professionals from health or social services may already be involved with the pupil. In such instances it is good practice for these professionals to liaise with the academy and keep them informed of their input. If these professionals have not been working with the academy, the SENDCo, with the parent's permission, will contact them.

If the academy needs to seek the help of the Local Authority's Support Services, it will do so with the parent's permission. The Support Service personnel will need to see the pupil's records in order to establish which strategies have already been employed. The Support Services may act in an advisory capacity, provide additional specialist assessment or be involved in working with the pupil.

Education and Health Care (EHC) Plans and Banded High Needs Funding

An EHC plan is a legal document for children and young people aged up to 25 who need more support than is available through SEND support. EHC plans identify educational, health and social needs and set out the additional support required to meet those needs. EHC plans are confidential; access to EHC plans is limited and disclosure only allowed with parental consent. High Needs funding is provided for some individual pupils who have an EHC plan.

All EHC plans, and attached funding, will be reviewed at least annually with the parent to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHC plan. The annual review puts the pupil as the focus, their views as well as their parents. The process celebrates successes and enables action planning to resolve difficulties.

If a pupil does not have an EHC plan, one can be applied for through Somerset Local Authority. This is done after thorough consultation with parents and the SENDCo, and after at least two SEND support reviews. An application can be made by Oakfield Academy or by parents with the support of Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support) service.

The SEND register and pupil passports

Pupils with an identified SEND are recorded on the academy SEND register. There are two tiers of the register; pupils with EHC plans and those receiving SEND support. With parental consent pupils can be added to the register when there is a concern over their progress, when an intervention is taking place or when outside agencies are involved. A pupil's need type is recorded on SIMS and on the SEND register, to ensure all staff are aware of the needs of pupils within the academy.

A pupil will be removed from the SEND register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully without additional SEND support. For some pupils, it is possible that they will dip in and out of additional support throughout their academy experience; parents will be consulted at each stage if support is provided or when it will cease.

All pupils on the SEND register have a Pupil Passport. This is person-centred and written in conjunction with the young person. It is easily available for staff on the academy server and on SIMS. It includes key information for staff including:

- The specific need type of the pupil
- Recommendations from external agencies
- Access arrangements
- Things the pupil likes/enjoys
- Things the pupil finds difficult
- How the pupil can help themselves
- How pupils would like teachers to help them

Continuing Professional Development (CPD)

The SENDCO initiates and plans whole-academy training on specific special needs. The SENDCO also offers support and guidance with differentiation and strategies to improve outcomes for pupils with SEND to individual teachers, departments and year teams on a formal and informal basis as required. In addition, the SENDCO runs a training programme with teaching assistants and offers individual support and guidance to teaching assistants as required.

Roles and responsibilities

The SENDCO

The SENDCO is Jenny Higgins.

The Assistant SENDCO is Nathan Webb

They will:

- Work with the Head teacher and SEND Trustee to determine the strategic development of the SEND policy and provision in the academy
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head teacher and Board of Trustees to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all pupils with SEND up to date

The SEND trustee

The SEND trustee is Kate Hellard.

She will:

- Help to raise awareness of SEND issues at trustee meetings
- Monitor the quality and effectiveness of SEND provision within the academy and update the trustees on this
- Work with the Deputy Head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the academy

The Head teacher

The Head teacher is Emma Wilkes.

She will:

- Work with the SENDCO and SEND trustee to determine the strategic development of the SEND policy and provision in the academy
- Have overall responsibility for the provision and progress of learners with SEND

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Partnerships

Pupils

Pupils with SEND often have a unique knowledge of their own needs and they will be encouraged to have a voice about the support they would like to help them make the most of their education. With support, they will be expected to participate in all the decision-making processes and contribute to the assessment of their needs, the creation of their pupil passport, annual reviews of EHC plans and the transition processes.

Parents

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The Academy recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best ways of supporting them. All parents of pupils with SEND will be treated as partners and supported to play an active and valued role in their pupil's education.

Local Authority

Whilst Oakfield Academy is an academy and therefore independent of Local Authority control, there is an obligation to work in partnership with the Local Authority in matters concerning pupils with SEND. The academy has to inform the Local Authority of any major changes that are needed to a pupil's EHC plan

Complaints Procedure

Complaints from parents about provision for pupils with Special Educational Needs are treated in the same way as any other complaints and we follow the Academy Complaints Procedure

<http://www.oakfieldacademy.co.uk/academy/policies/>

Monitoring arrangements

This policy and SEND information report will be reviewed by the SENDCO and SEND trustee every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Board of Trustees.

Links with other policies and documents (all found at <http://www.oakfieldacademy.co.uk/academy/policies/>)

This policy links to our:

- Accessibility plan
- Admissions policy
- Behaviour policy
- Equalities policy
- Safeguarding policy
- SEND Information Report
- Supporting pupils with medical conditions policy