

SEN policy and information report

TOA036



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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The Oxford Academy values the abilities, achievements and individuality of all its pupils and is committed to providing, for each pupil, the best possible environment for learning.

We strive to:

- Ensure that all students realise their potential, through a broad and balanced curriculum that provides equality of opportunity and enables high achievement for all students regardless of specific need or academic ability.
- Ensure that all students with special educational needs and/or disabilities are identified, assessed and adequately supported.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN 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

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 schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Katherine Radcliffe, who holds the NASENCO award.

Responsibilities include:

- Working with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Having day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Line managing the Assistant Senco, the SEND administrator and the Teaching Assistants
- Being the point of contact for external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor is Mr Paul James.

He will:

- Help to raise awareness of SEN issues at IAB meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The Headteacher is Mrs Nora Ward

She will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Subject teachers

Each subject 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
- Having an awareness of the school's procedures for the identification and assessment of pupils with SEND and following the referral process when concerns arise
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, specific learning difficulties such as dyslexia, dyspraxia, and Mild to Moderate Learning Difficulties.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

Pupils coming into year 7 with SEND are initially identified during the transfer process from primary schools through liaison between the Senco and primary Sencos. Transition work for students with complex SEND will include extra visits to TOA in terms 5 and 6, representation from TOA at year 6 annual review meetings where requested and additional meetings with the SEND team as necessary. On Transition Day in June, all pupils will take a short reading comprehension test to support this identification of need. There is also a SEND parent transition day when all parents of year 6 pupils currently identified with SEND are invited to meet with the Senco/Assistant Senco/Senior Teaching Assistants to discuss their child's needs.

Students in years 7 – 13 are identified by:

- Testing to assess ability and attainment (WRAT, CTOPP, CAT tests etc.)
- Referrals from year teams and pastoral staff
- Referrals from subject teachers
- Assessment and progress data
- Concerns raised by parents.

Referrals and supporting evidence will be considered by the SEND team at the termly caseload meeting. If it is decided that a pupil may have learning difficulties which require special educational provision to be made for them, they will be placed on the Monitoring register in the first instance.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. For example, we aim to distinguish between underachievement – which may be caused by a poor experience of early learning – and special educational needs.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will 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 child
- Everyone is clear on what the next steps are

The pupil may be placed on the Special Needs Register or on the Monitoring register in the first instance. Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Twice a year we hold SEND review days to which all parents/carers of pupils identified as having SEND are invited. This meeting will be longer than the normal parents' evening appointments.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The relevant staff will work with the SEND team to carry out a clear analysis of the pupil's needs. Depending on the type of need this may include:

- The teachers' assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

If a pupil has made sufficient progress and it is considered that they no longer be included on the school's SEND register, parents will be consulted and the pupil will be placed on the Monitoring register for one term before being removed if no further concerns are made.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. All students with SEND are taught almost without exception in mainstream classes and classes are sometimes supported by a teaching assistant (TA) where necessary to support learning and enable access to the curriculum. Our aim is to encourage students to be as independent as possible, to build skills they will need in later life. Students with SEND sometimes take part in short-term interventions led by a SEND teacher or TA. Parents will be informed when an intervention takes place. Literacy and/or numeracy skills and achievement may be addressed by appropriate, personalised programmes designed by the SEND teacher/ SENCO. Other interventions include emotional literacy work and social communication practice. All SEND students take part in TOA's standard curriculum.

We currently provide the following interventions:

- Fresh Start (phonics)
- IDL (phonics and reading comprehension)
- Vocabulary Enrichment Programme
- Rapid Maths
- Work with an Emotional Literacy Support Assistant (ELSA)
- Talkabout (SEMH support)
- GCSE stress support
- Draw and Talk
- Key worker sessions
- 1:1 ASD mentoring (supported by SENSS ASD support worker)

- Breakfast, Break and Homework club in the Safe Space
- 1:1 literacy/numeracy interventions for year 11 EHCP pupils
- Social skills, team building and leadership courses at the Jack Peers Centre

5.7 Adaptations to the curriculum and learning environment

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

- Using recommended aids, such as laptops, reading pens, visual timetables, larger font, etc. Our Word Processor policy can be found [here](#)
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing JCQ Access Arrangements for exams where appropriate and allowed. Our Disability (Access Arrangements) policy can be found [here](#).

Advice for teachers on adapting their teaching to meet need is also provided in the TOA SEND toolkit.

5.8 Additional support for learning

Our teaching assistants are trained to deliver interventions such as ELSA, Fresh Start and Draw and Talk.

Teaching assistants will support pupils in small groups when they are taking part in interventions.

We work with the following agencies to provide support for pupils with SEN:

- SENSS Communication and Interaction Team for pupils with Autistic Spectrum Disorder or presenting with possible ASD
- SENSS Teacher for the Deaf and Visual Impairment Team
- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- School Health Nurse Service
- Behaviour Support Service
- Children Heard and Seen
- Oxfordshire Hospital School

5.9 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

5.10 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports days, workshops and special events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school has lifts and disabled toilets located around the site.

Our school has a zero tolerance policy towards bullying including bullying on the grounds of disability. Our Anti-bullying policy can be found here:

5.11 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils have access to PSCHE lessons on a weekly basis.
- We have two trained ELSAs within the SEND department and we run interventions including ELSA, Talkabout and Draw and Talk.
- There are two members of staff who have Mental Health First Aid training.
- All pupils with EHCPs or requiring a high level of SEND support have weekly key worker sessions
- Staff undertake training sessions both in-house with the Senco, the C&I team and the EP as well as external training.
- Access to programmes at the Jack Peers centre
- Space4Learning offers additional support for appropriate pupils with SEMH and behavioural difficulties
- We have a school counsellor

5.12 Working with other agencies

We work closely with other agencies to support pupils. Representatives from a range of agencies visit the school on a regular basis to work directly with pupils or support staff and staff are in regular contact with a variety of agencies (see 5.8). SEND staff also work closely with the safeguarding team and may attend CP, CIN and TAF meetings where appropriate

5.13 Complaints about SEN provision

We always hope to deal with any issues arising swiftly, putting the needs of pupils at the centre of all decision making.

Any concerns or complaints raised by parents or carers can be referred initially to the subject teacher or SENCO, whichever is appropriate, either by telephone, email or in person in the first instance. If concerns cannot be resolved in this way then the issue would be referred to Mr David Terry, the Head Teacher. If the matter remains unresolved then the complaint would be referred to the Interim Academy Board via the Governor responsible for SEND Mr Paul James.

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 school 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

5.14 Contact details of support services for parents of pupils with SEN

Parents or carers who feel that they would like help in advocating for their child can seek advice or support from SENDIASS (formerly Parent Partnership) 01865 810516.

5.15 The local authority local offer

Our local authority's local offer is published here: <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

6. Monitoring arrangements

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

It will be approved by the governing board.

7. Links to policies

This policy complies with the statutory requirement laid out in the SEND Code of Practice

0-25 and has been written with reference to the following guidance and documents which include other TOA school policies:

Statutory Guidance on Supporting pupils at school with medical conditions April 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf

[Safeguarding Policy](#)

Teacher Standards (updated 2013)

https://www.staffs.ac.uk/assets/Teachers_Standards_tcm44-85026.pdf