



OAKFIELD ACADEMY

BELIEVE AND ACHIEVE

SEND Policy

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

Written/

Reviewed by: SENDCo/SLT

Approved by: SEND Link Governor

Ratified on: July 2018

Next review due: July 2019

Definition of Special Education Needs and Disability

Pupils have special educational needs if they have a learning difficulty, which calls for *special educational provision* to be made for them.

Pupils have a *learning difficulty* if they:

- Have significant greater difficulty in learning in comparison with the majority of children the same age,
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Definition of Disability

Discrete SEN	Both SEN & Disability	Disability
Mild dyslexia	Long-term motor impairment	Asthma
Emotional Behavioural Difficulties	Learning difficulties	Diabetes
Mild Dyspraxia	Hearing impairment/deaf	Cancer recovery
Minor speech impairment	Visual impairment/blind	Mental health issues
Mild Learning difficulties	Incontinence	Disfigurement
	Significant dyslexia	Eating disorders
	Epilepsy	Lack of limbs
	Non-verbal	Sickle cell anaemia
	ADHD	Gross obesity
	ASC	
	Other factors such as medical/mental health	

Pupils must not be 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.

This SEND policy details how Oakfield Academy will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are known to all who are likely to teach them. The Academy will use its best endeavours to ensure that teachers in the Academy are able to identify and provide for those pupils who have special educational needs to allow pupils with special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The Academy will consider the Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the Academy that SEND provision is being made for their child.

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 child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their child's education. Consequently, in addition to the usual parents' evenings, the parents of pupils with Special Educational Needs may be invited to discuss the provision for their children at least once a term. The frequency will depend on the severity and complexity of need.

There are pupils with a learning need or disability who are not included on the SEND register. 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 a need type register for staff to ensure staff are aware of the needs within the class.

Young people with special educational needs often have a unique knowledge of their own needs and they will be encouraged to have a voice about the sort of 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 review and transition processes.

Pupils who have difficulties with behaviour will not necessarily be on the SEND register. Their provision will reflect their need to enable the child 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 co-ordinated through the pastoral system.

Admission arrangements

- Admission arrangements are outlined in the Academy Admission policy.

Identification, Assessment and Provision

“All teachers are teachers of special educational needs.”

- Teaching such pupils is a whole Academy responsibility, requiring a whole-Academy response. Devise strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with Learning Support. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements. However, for pupils with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

Graduated Response

Oakfield Academy, in line with the Code of Practice, has adopted a graduated response to meeting special educational needs that requires the initial use of classroom and Academy resources, *Provision for All*, before bringing specialist expertise to support the difficulties that a pupil is experiencing. When a young person is identified as having special educational needs, the Academy will intervene as described below at SEND support and if necessary apply to the Higher Needs audit to ensure pupil provision is funded appropriately.

Basic Entitlement

Academy provision is made available to all pupils, which recognises that all teachers are teachers of Special Educational Needs. This includes national literacy, numeracy and social inclusion initiatives to raise achievement.

SEND Support

When a pupil is identified as having special educational needs, the Academy will provide interventions that are additional to or different from those provided as part of *Basic Entitlement*. This intervention will be described as *SEND Support*. Oakfield staff refer to the Somerset Core Standards which are a framework providing advice on provision specific to need.

- The triggers for intervention through SEND Support could be concern, underpinned by evidence about a pupil who, despite receiving differentiated learning opportunities
- Makes little or no progress even when teaching approaches are targeted in a pupil’s identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- Presents persistent emotional and/or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the Academy
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

If the Academy concludes, after consulting parents, that a pupil may need further support to help them progress, they will consider their reasons for concern alongside any information about the pupil already available to the Academy. The SENDCo will support the assessment of the pupil, assisting in planning future support for the pupil in discussion with colleagues and monitoring the action taken. The pupil’s subject and pastoral teachers 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 child. 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 carer's permission through twice-yearly consultation meetings. 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.

Nature of Intervention

The pupil's subject teachers and SENDCo will decide on the action needed to help the pupil to progress in the light of their earlier assessment. This might be:

- To provide different learning materials, individualised programmes or specialist equipment.
- To introduce some group or individual support.
- To devote extra time to devising the nature of the planned intervention and to monitor its effectiveness.
- To undertake staff development and training aimed at introducing more effective strategies.
- Access to Local Authority Support Services for one-off occasional advice on strategies or equipment or for staff training.
- To provide effective intervention without the need for regular or ongoing input from external agencies.

The Frome Learning Partnership's Forest Academy programme uses the outdoors to support pupils with special educational needs by using hands-on activities to develop skills and improve self-esteem.

Nurture provision and the Flexible Learning Group enables the Academy to provide an individual timetable either with support in lessons and/or withdrawal from lessons for vulnerable pupils or those at risk of exclusion.

Banded High Needs Funding

High Needs funding is for individual pupils who have severe and complex needs meeting specific criteria. There is a specific funding system depending on individual need and determined by a mixture of devolved funding and an audit criteria. In most cases higher needs resources are made available without the need for a statutory assessment.

All children that are High Needs funded will have their provision reviewed at least annually with parent carers and pupils.

Annual review of a Statement of Special Educational Need or EHCP

All statements and EHCPs will be reviewed at least annually with the parent, the pupil, the Local Authority and the Academy 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 statement. 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.

Page Profiles / Advice to staff documents

Some children at Oakfield Academy will have a page profile/advice to staff document. This includes information about:

- Strengths
- Difficulties
- Support strategies
- Self-help strategies
- Access arrangements

The document will be reviewed at least once a year with the pupil and parent views on their child's progress will be sought.

Early Identification

- Assessment is a continuing process that can identify pupils who may have special educational needs. The Academy will measure children's progress by referring to
- Evidence from teacher observation and assessment as detailed in the Academy's Assessment policy
- Their performance against age related descriptions within the National Curriculum, at the end of each Key Stage
- Their progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks
- Standardised screen or assessment tools.

If a pupil is known to have special educational needs 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 pupil's achievements to inform future planning of the pupil's learning.
- Ensure opportunities for the pupil to show what they know, understand and can do through the pastoral programme.
- Involve the pupil in planning and agreeing targets to meet their needs.
- Involve parent in developing a joint learning approach at home and in Academy.

English as an additional language

The identification and assessment of the special needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the Academy will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used or arise from special educational needs.

Where appropriate the Academy will consult the English as an Additional Language team at Somerset County Council.

Monitoring Pupil Progress

- Teachers may conclude that the strategies they are currently using with the pupil are not resulting in the pupil learning as effectively as possible. In these circumstances they 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. The key test of need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:
 - Is closing the attainment gap between the pupil and the pupil's peers
 - Prevents the attainment gap growing wider
 - Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
 - Matches or betters the pupil's previous rate of progress
 - Ensures access to the full curriculum
 - Demonstrates an improvement in self-help, social or personal skills
 - Demonstrates improvements in the pupil's behaviour

Inclusion

All pupils identified as having special educational needs are educated wherever possible 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 stipulated in a statement. 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 to provide smaller sets for pupils requiring adaptation to the curriculum.

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.

Links with Special Academy's

Oakfield Academy has strong links with its neighbouring special Academy, Critchill. Staff from Oakfield Academy attend courses run by Critchill Academy and borrow resources from the Resources Base as well as seeking advice when appropriate.

A number of pupils from Critchill Academy attend Oakfield Academy as part of an Integration Policy. Attendance at Oakfield may be for specific subjects, part or full days or small group work.

SEMH-(Social, Emotional and Mental Health)

The social, emotional and mental health of our Academy is a priority area for all stakeholders.

As an Academy we recognise the aspects of Academy life, which are shown to have a positive impact on resilience.

We aim to equip our pupils with the skills to be safe, happy, healthy and ambitious learners.

Where difficulties are identified for individuals Oakfield Academy provides a range of strategies and provision to support pupils.

The role of the SENDCo

The SEND coordinator, in collaboration with the Headteacher and Governing Body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the Academy to raise the achievement of pupils with SEND. The key responsibility of the SENDCo includes:

- Disseminating information and raising awareness of SEND issues throughout the Academy.
- Overseeing the day to day operation of the Academy's SEND policy
- Liaising with and advising fellow teachers
- Managing and developing the SEND team and teaching assistants, including the Flexible Learning Group.
- Coordinating provision for pupils with special educational needs.
- To evaluate whole Academy provision for children with special educational needs.
- Overseeing the records on all pupils with special educational needs
- Contributing to the training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Tracking the achievement of pupils on the Special Educational Needs register.
- Identifying target groups and planning suitable interventions and provision.

At Oakfield Academy the SENDCo in their role as Head of Learning support is a member of the Senior Leadership Team.

The SENDCo at Oakfield Academy is Miss Roxanne Griffiths.

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.

Training for Special Educational Needs

We are committed to ensuring the best possible training for teaching staff and teaching assistants.

Evaluating Policy

Annual targets for the department are detailed in the department's Department Evaluation Form (DEF), which forms a part of the Academy Improvement Plan.

The following information will be collated annually and reported to governors:

- The number and gender of pupils identified at SEND support, High Needs and statemented/EHCP
- The progress of pupils who are currently on the SEND register
- Year 6 SATs scores
- The number and nature of any complaints
- Staff views on the success of the policy

The Special Educational Needs Governor will report back to the Full Governing Body on data/information received from the SENDCO.

The SEND Report is published annually and is available on the Academy website.

The Link Governors for Special Educational Needs are Mrs Kate Hellard, Mr Gary Smart and Mr Tim Cutting.

The Line Manager for Special Educational Needs is Mrs Emma Thomas.

Further information on Somerset's Core Standards:

<https://www.somersetchoices.org.uk/family/information-and-advice/core-standards-for-education/>