



# **Oasis Academy Boulton**

## **SEND Policy**

**How we support and track the progress of pupils with SEND.**

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Date Created: September 2018



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## SEND Policy

### Policy Statement

Oasis Academy Boulton is totally committed to developing the character and competence of every child and believes that all students should receive exceptional education - including those with Special Educational Needs and Disabilities. Oasis Academy Boulton has a graduated approach to SEND and has implemented changes as outlined in the 'SEND Code of Practice' (January, 2015). We recognise that Special Educational Needs and Disabilities is a whole Academy responsibility and Quality First Teaching, differentiated for individual pupils, is the first step in provision for children who have SEND. We recognise that every teacher is a teacher of SEND and every teacher upholds high expectations for all pupils.

### 1. Aims of the Special Education Needs and Disabilities Policy

The policy sets out the provision Oasis Academy Boulton will provide in line with the new 'SEND Code of Practice' (January, 2015). Our SEND policy ensures the successful inclusion of all our pupils, as every child is:

- Included in decisions about themselves, listened to and respected

- Encouraged to develop an independent, healthy lifestyle
- Supported to achieve their best possible outcomes - educational and otherwise
- Supported to have a successful transition to adulthood
- Provided with the skills to become an independent and confident young adult who participates in society

## 2. Categorisation: Special Educational Needs and Disabilities

The 'SEND Code of Practice' (January, 2015) identifies four broad categories. These are:

1. Communication and interaction, including Speech and Language difficulties and Autistic Spectrum Disorders
2. Cognition and learning, including specific learning difficulties e.g. dyslexia
3. Social, emotional and mental health, including anxiety, depression and ADHD
4. Sensory or Physical, including hearing, visual or physical disabilities

A pupil may have Special Educational Needs if they are making less than expected progress, given their age and individual circumstances. Oasis Academy Boulton

recognises that early identification of need is essential in supporting pupils with SEND and uses a range of strategies, information sharing and assessments, especially during transition. A pupil with SEND requires something additional to, or different from, the rest of their peers. In identifying pupils as having SEND, we expect that those pupils will receive SEND provision.

## 3. Graduated Approach

### 3.1 Assessment and Identification

There are a number of ways that a child may be identified as having additional need. We use some of the following ways to identify pupils with SEND:

- Information from Transition: feeder Pre-Schools
- Information gathered from baseline data
- On-going observation
- Data from Progress checks
- Academic and Pastoral meetings
- Outside agency support

### 3.2 The Support Register

A child with SEND that calls for support that is additional or different from the majority of their peers, in discussion and agreement with parents/carers, will be placed on the Support Register. This is recorded through the academy's data system. The outcomes of the support will be agreed and regularly shared with parents/ carers (and the student where appropriate). Teachers will monitor the student's progress closely in lessons, through data drops and other assessments. If the support arrangements do not lead to improved levels of progress, then outside agency support may be called for.

Identification of SEND is not considered permanent and if the pupil begins to make good progress as a result of support put in place, they may be removed from the Support Register. Again, such decisions will be discussed with parents/ carers and the young person themselves.

### 3.3 Statutory Assessment for an Education and Health Care Plan (EHCP)

For a few pupils, the help given by the Academy may not be enough for them to make good progress, or their provision is not sustainable within the academy's resources, and it may become necessary to make a request to the local authority for Statutory Assessment.

Where a request is made for Statutory Assessment, the child will have demonstrated significant cause for concern. The parent/ carer or the Academy can make a request for a Statutory Assessment.

Once a request has been made to the local authority and the Statutory Assessment agreed, information is gathered, usually by the SENCo, including any professional assessments (e.g. an Educational Psychologist's report), parents'/ carers' and student's views and any progress data. This is then presented to the local authority for a decision about whether it is necessary for the needs and provision to be formally set out in an Education and Health Care Plan (EHCP). Local processes will vary but if the local authority agree that an EHCP is needed, a draft will be sent to the parent/carer to respond.

Local authorities must decide within 20 weeks whether to carry out such an assessment and subsequently, whether or not to issue an EHCP for that student. When an EHCP is issued the parent/carer is asked to request a placement (typically this is the one they are already in). Academies will respect pupil and family preferences and work with families to help identify the most appropriate way to provide what is listed in the EHCP.

## 4. Plan and Do: SEND Provision

Oasis Academy Boulton recognises that SEND provision is a whole Academy responsibility. All pupils, including those with SEND, should have access to a broad and balanced curriculum, underpinned by

quality first teaching, where teachers plan appropriate learning outcomes for the learners in their care. Working with classroom teachers, Inclusion teams work flexibly to meet the varying needs of pupils.

The following list of interventions provides an example of Oasis Academy Boulton's support arrangements:

- Full-time education in the classroom with Quality First Teaching, differentiated for individual pupils
- Support in the classroom from dedicated Inclusion teams/ allocated Teaching Assistants (TAs)
- Children's Profiles, which include personalised strategies and are shared with staff
  - Small group withdrawal with lead Inclusion staff to work in a range of subjects including: English, Maths and Science
  - Speech and Language and writing
  - Social skills and anger management
  - Emotional Literacy Support Assistant
  - On-line reading programmes
  - Small group withdrawal for reading
  - Academic mentoring from the Inclusion team, where students review outcomes, what went well in the past week and discuss any areas of concern
    - Supported homework club
- Support from external professionals including an Educational Psychologist, Speech and Language Therapists and Behaviour Support Services
- Support from Pastoral Lead

- Access arrangements for exams or tests

## 5. SEND Review

If a child is receiving SEND support, it is important to monitor the progress of any chosen outcomes and to see whether any interventions that have been put in place have had an impact on learning. This must happen at least three times a year, one of which may be during the annual parent's consultation evening. The review will monitor the outcomes of any interventions put in place for students and decide if any refinements and changes are needed. It will also identify the responsibilities of the Academy, the family and the child. If there are continuing concerns about a pupil's progress or if the pupil continues to have National Curriculum levels or grades that are well below expected levels for pupils of that age, the SEND Co in consultation with teachers/ parents/ carers, may arrange for further assessment and/ or intervention.

## 6. Developing Independence

Preparing for Adult Life Oasis Academy Boulton believes that it is vital that support arrangements, aim to prepare the young person for adult life, developing their independent learning skills so that they are more prepared to lead productive, healthy adult lives. Oasis Academy Boulton supports pupils to be in control of their futures, making wise decisions about their future plans, whether this be higher education, apprenticeships or employment. As they prepare for adult life, all pupils, including those with SEND, should participate fully in matters affecting them.

## 7. Supporting Students with Medical Needs

In line with section 100 of the Children and Families Act (2014) and the guidance in 'Supporting students at school with medical conditions' (December, 2015), Oasis Academy Boulton will make arrangements so that children with medical conditions are properly supported to ensure that they have full access to education, including Academy trips and physical education. We consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported.

## 8. Role of the Special Educational Needs Co-ordinator (SENCo)

The SENCo plays an essential role in SEND provision and is responsible for the day-to-day operation of the SEND Policy. This involves working with the Head Teacher, staff, parents/ carers and other agencies to determine the strategic development of this policy. The main responsibilities of the SENCo are:

- Overseeing the day-to-day operation of the SEND Policy, focusing on high aspirations and improving outcomes
- Delivering an outcomes-focused and co-ordinated plan for SEND students and their families
- Staff development on SEND matters • Responding to changes in SEND Policy, locally and nationally
- Ensuring annual reviews of children with EHCPs are conducted accurately
- Supporting Key Stages in understanding SEND issues and assisting with developing effective strategies for improved outcomes and provision
- Liaising with external agencies, including Health and Social Services
- Liaising with the Designated Teacher for Looked after Children

- Liaising with other providers regarding transitional arrangements
- Liaising with parents/ carers
- Working with senior leaders within the Academy to ensure compliance with the Equality Act (2010)
  - Providing advice on the financial resources required to effectively support SEND students
- Arranging assessments for Access Arrangements for Examinations
- Analysing Academy performance data that impacts on improved outcomes for SEND students
- Ensure that the SEND Register is up to date
- Training teachers to ensure they are able to meet the needs of their students with quality first teaching
- Undertake regular reviews of the overall effectiveness of interventions employed in the Academy for SEND students
- Stay aware of latest changes and updates to SEND practice nationally and of the latest approaches to SEND support and intervention
- Quality assure the effectiveness of staff working in the SEND Department, including all TAs

## 9. The requirements that apply to this policy

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  
Equality Act 2010

This policy will be reviewed annually or when necessary, to ensure procedures and strategies are updated.

Created N. Anwar June 2021