



Oasis Academy Boulton

## **Appendix to Oasis Academies SEND Policy**

SEN Co-ordinator: Nabela Anwar

Principal: Shilpa Rathore

Date created: Jan 2019

Review: Jan 2020

## **General Information**

New legislation has been enacted in September 2014 which has been accompanied by a new Code of Practice.

### **Responsibilities for coordinating SEND provision:**

**Policy Determination** Academy Council and Principal

**Establishment of appropriate staffing** Academy Council and Principal

**Monitoring work on SEN** Academy Council and Principal

**Day to day management** Principal

**Day to day operation** Deputy Principal/SENCO

**Reporting on policy** Academy Council

NAME OF SCHOOL'S INCLUSION CO-ORDINATOR: Mrs Nabela Anwar (Also referred to as SENCO)

NOMINATED SCHOOL GOVERNOR: Phil Storey

## **Aims and objectives**

AIM: To describe how Oasis Academy Boulton will ensure that the necessary provision is made for any students who have special educational needs and that those needs are made known to all who are likely to work with them.

### OBJECTIVES:

- To provide an environment where barriers to learning and participation are reduced to a minimum, therefore encouraging students to feel respected, confident and able to succeed.
- To ensure all students have access to a broad, stimulating and balanced curriculum and are able to reach their full potential.
- To develop our links with the wider community through co-operation, involvement and consultation thereby fostering our ethos of inclusion.
- To recognise that partnership with parents plays a key role in enabling children and young people to achieve their potential.

## **Identifying SEND**

Students have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Students 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.

“Special Needs” can include children of all academic abilities and students with emotional and physical needs which may affect their educational entitlement.

## **Identification of individual needs**

There are a number of ways in which a student's needs may be identified:

- Early Years Support Service or other agencies may inform the academy about a forthcoming admission of a student with SEN.
- During a student's time at the academy, parents or a class teacher may raise a concern.
- The student's class teacher may assess their needs and, in consultation with parents and SENCO, identify the level of support they are likely to require.
- More formal assessments may be completed by any of the following: SENCO, Pupil and School Support teacher, Teacher, Teaching Assistant or other outside agencies. The school's staged approach will be followed and information gathered will be shared with parents.

## **A graduated approach**

### Quality First Teaching

Teaching SEN students is a whole-academy responsibility. All teachers are involved in a continuous cycle of planning, teaching and assessing, taking into account the differences in students' abilities, aptitudes and interests. Some students may need increased levels of differentiation and personalisation during lessons.

### Targeted intervention

Through the use of teacher assessment, progress and attainment data, students that could benefit from a specific targeted intervention programme, are identified. The interventions are aimed at students who are progressing at a slower rate than their peers. These programmes are either on a 1:1 basis with a Teaching Assistant or in a small group with a Teacher/Teaching Assistant. The support is monitored with a pre-assessment level and then ongoing assessments at regular intervals with a final assessment at the end of the intervention.

Parents are informed about the interventions by their class teacher.

### SEN Support

After quality first teaching and targeted intervention, if a child is still not making sufficient progress then a Pupil Profile will be put into place. This will include targets that the students need to achieve and what will be put into place for them to be achieved. The parents, class teacher and student are involved in putting together this plan and reviewing it during the autumn and spring term. In the summer term parents receive an annual report which gives comprehensive information about progress. New Pupil Profile targets are suggested from this and this then forms part of the transfer of information about the student to her/his next class.

### Education, Health and Care Plan

An Education, Health and Care Plan [EHC plan] will be provided by Birmingham LA where after a statutory assessment; the LA considers the child requires provision beyond what the academy can offer. The plan is a legally binding document which includes details of learning objectives for the student. It must be reviewed annually; parents and all professionals involved with the student will be invited to attend.

### **Managing Pupil Needs**

If a teacher has a concern about the progress made by a student then this will be monitored. The ALT will ensure the student has access to quality first teaching and the learning has been differentiated and personalised. The teacher's concern could be based on:

- Teacher observation/assessment
- Pupil progress
- Standardised screening or assessment tools

### **Supporting pupils and families**

We recognise that it is the student's entitlement to have access to the whole curriculum.

Planning for the appropriate provision will take into consideration:

- Use of Teaching Assistant support.
- Balance between in-class / withdrawal support.
- Programme of targets as part of the Pupil Profile.
- How success is to be measured.

Learning support is provided with the specific aim of equipping the student to take his/her place alongside his/her peers, to experience the full curriculum adapted according to need. The programme of support reflects the partnership between the student, teacher, parents, teaching assistant and other relevant agencies. Support strategies may include:

- Target grouping across the academy for Maths and some elements of English.
- Individual and group teaching/support session with a TA/Teacher.
- Pair working, peer tutoring and buddying.
- Specially prepared Learning materials.
- Signs and Symbols.
- Disability Access.
- Use of appropriate ICT equipment.
- Specialist equipment.
- Counselling and social skills programmes.

### Working in Partnership

Oasis Academy Boulton is committed to working in partnership with parents, students, and other members of the academy community as well as outside agencies to provide for the needs of every child. The academy recognises that parents have knowledge and experience that will contribute to the shared view of a student's needs.

All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Children and young people with special educational needs have knowledge of their own needs and what may help them in their learning. They will be encouraged to participate in and contribute to the assessment of their needs, the review and transition processes. The academy will facilitate all staff to develop their knowledge about students' special educational needs and what they may do to support them through a range of

continuing professional development opportunities. Links with other schools, including special schools are promoted. It is recognised that transition phases can be particularly difficult and therefore every effort will be made to ensure these are made as smooth as possible. Oasis Academy Boulton works in partnership with professionals from Health, Social or Educational Services in assisting and planning future support. Voluntary Organisations may be consulted as appropriate.

### **Supporting pupils with medical needs**

See Oasis Medical Treatment of Student Policy.

### **Monitoring and evaluation of SEND**

Oasis Academy Boulton will monitor students with SEN using the following strategies:

- Setting and reviewing individual targets every term.
- SENCo monitors interventions and additional support every half term.
- Pupil Progress Meeting every half term between the Academy Leadership Team (ALT), SENCo and Class Teachers.
- Annual Reports to parents.

Please see the academy SEN Information Report for more information.

### **Training and Resources**

#### Allocation of SEN resources (School budget):

The academy has an annual budget allocation for SEN based upon number and age of students on roll, pupil premium/free school meals and prior attainment. The budget funds a curriculum that is organised to address the learning needs of all the students and the cost of the school SENCO. The funds will be used to support the majority of students who face moderate barriers to their learning.

Oasis Academy Boulton uses this money to fund the following:

- Permanent teaching assistants deployed in KS2/KS1 to support students with SEN Support.
- Extra TA support given to supplement allocation of funding from the LA for children with exceptional needs according to available budget.
- Additional English and Maths support.
- Additional English and Maths support for EAL students.

#### Local Authority (LA) budget:

The LA holds a small budget for the children with the most severe needs. From April 1st 2014, CRISP will continue to be used to assess need, determine provision and allocate 'TOP UP'. However, the LA will use the whole CRISP to determine if TOP UP is required (i.e. needs assessed at Bands 4, 5 and 6 in all threads. TOP UP will be provided where the total cost of SEN support is above £6000 (above the notional SEN threshold).

### **Roles and responsibilities**

Academy SENCo: Nabela Anwar

The SENCo is responsible for:

- Coordinating all the support for students with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all students get a consistent, high quality response to meeting their needs in the academy.

In the first instance of any SEN queries we encourage you to speak to your child's class teacher. The Class Teacher will:

- Ensure that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Check on the progress of your child and identify, plan and deliver any additional help your child may need.

### **Documentation and information**

Please see the academy's SEN Information Report/Local Offer.

### **Reviewing the SEND Policy**

The Academy Council has a duty to annually evaluate the provision the academy makes for students with SEN. This will be achieved by seeking the views of the academy community and will be reported through the annual report to parents.

### **Accessibility**

Please see the Accessibility Plan Policy.

### **Dealing with complaints**

Parents are encouraged to contact the class teacher in the first instance and arrange a convenient time to discuss any concerns. As far as possible, these concerns should be resolved by the class teacher. For instances which aren't resolved by class teacher, then the SENCo will be contacted. If parents/carers are still not satisfied, then the Principal will be contacted. When concerns cannot be resolved within this existing framework, the parents may appeal to the Academy Council.