

SEND Policy and Information Report 2022-23



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 and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Our Academy Motto

"To provide an exceptional education at the heart of our community, which prepares our children to have a positive impact on the world in their own unique way."

Our Beliefs

Our vision for pupils with SEN and disabilities is reflected in our beliefs:

- Every Child - all children can be successful, regardless of their background
- No Excuses - adults, teachers and other Academy staff, parents and carers are responsible for ensuring students achieve their potential
- High Expectations - children, staff, schools and communities will live up to the expectations place upon them
- Lead Learning - the most important things that happen in a school happen in classrooms
- No Islands - when great schools, staff and children work together, anything is possible

At Oasis Academy Don Valley, we aim to provide an aspirational curriculum for all pupils, so that they may achieve the best outcomes possible.

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 coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that 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 the 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 Amy Thompson.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have 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
- Provide 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
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The Role of Regional Directors (RDs), Principal and Monitoring Standards Team

The Regional Director takes on the responsibilities of the SEN governor within the SEND Code of Practice. The Regional Director (RD) must have a thorough understanding of both the SEND Policy and practice in the Academies in their region:

- Ensuring that the admissions criteria does not discriminate against students with SEND
- Ensuring that provision of a high standard is made for students with SEND
- Ensuring that students with SEND have the opportunity to be involved in Academy activities
- Having regard for the 'SEND Code of Practice' (January, 2015) when carrying out these responsibilities
- Ensuring Academies report to parents/carers on the Academy's SEND Policy, which can be

accessed through the Academy website, including the allocation of resources from the Academy delegated/ devolved budget via letters/emails and meetings

- Reviewing the SEND Information Report on an annual basis to ensure it remains an accurate description of the provision available within the Academy

The Principal should work closely with the Academy's SENCo. Academy management structures must enable the SENCo's functions to be carried out effectively. The Principal should keep the Regional Director up to date with changes to SEND provision, as well as the progress made by students with SEND.

The OCL Monitoring Standards Team will review the SEND provision in Academies as part of their monitoring work each year. Any areas for improvement will be agreed with the Principal and shared with the Regional Director so that rapid improvement can be made.

4.3 The Academy Principal

The Academy principal will:

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

4.4 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 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, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- 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

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 child's previous rate of progress

- Fails to close the attainment gap between the child 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 SEN.

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

Notes of these early discussions will be added to the pupil's record on Provision Map and shared with their parents. Part of these discussions may be used to create a Pupil Passport, which would then be used to support your child's learning and inform staff on how best to meet their needs.

5.4 Assessing and reviewing pupils' progress towards outcomes

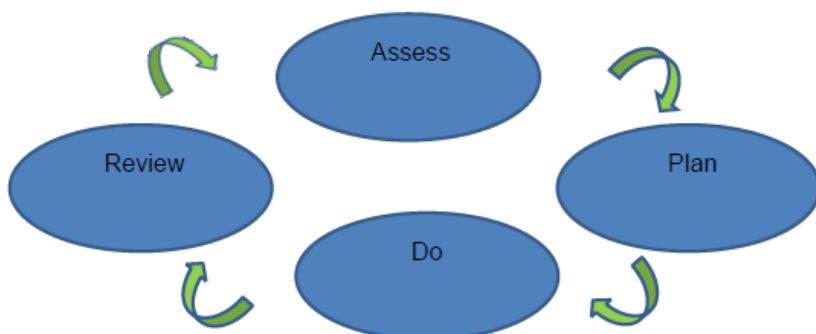
We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- 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, if relevant

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.



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.

The Academy supports transition for pupils by:

- providing additional transition activities/meetings for pupils in need of enhanced transition support between all year groups/phases
- hosting Parent Evenings and Open Evenings at certain points of the year
- holding parent talks at the start of each new academic year for parents of children in primary school
- 'Jump Up' days for pupils in Early Years Foundation Stage (EYFS), where parents are invited to visit their child's new class with them
- one-to-one parent meetings for pupils starting in Year 7

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. This will be scaffolded or adapted for individual pupils where necessary.

We will also provide the following interventions:

- Speech and Language Therapy (LEAP/VIP/SVOA Groups)
- EAL (1:1 and small group)
- Reading Plus
- Lexonik
- Flash Academy
- Mighty Minds
- Lego-based Therapy

More interventions will be added to our provision as staff training opportunities arise.

5.7 Adaptations to the curriculum and learning environment

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

- Scaffolding our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as radio aids, coloured overlays, visual timetables, larger font, iPad accessibility features etc.
- Scaffolding and adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud and reinforcing using visual prompts, etc.

Our Accessibility Plan can be found within the policies section of our school website.

5.8 Additional support for learning

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

- Educational Psychology Service
- Fusion SEND Hub
- Deaf/Hearing and Vision Support Services
- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy
- Autism Team (ACT)
- CAMHS

5.9 Expertise and training of staff

Our SENCO is employed full time to manage SEN provision.

We have a team of seventeen teaching assistants, including five higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have one EAL Champion who assists in the monitoring and delivery of high-quality support for pupils with EAL.

5.10 Securing equipment and facilities

The type of support, equipment and facilities needed to support children with SEN is led by the child's individual need. Children will receive support linked to their needs as indicated on their Learning Plan and/or Education, Health and Care Plan (EHCP).

This support may take various forms: in class support from teaching assistants; small group support; specialist 1:1 support; support from external agencies; provision of specialist resources. The Academy liaises directly with any external services that provide necessary equipment to support pupils with SEND e.g., the Hearing and Visual Impaired service to secure radio aids. Our facility also provides necessary equipment to support pupils with disabilities e.g., evacuation chairs in the event of an emergency evacuation.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their outcomes each term
- Reviewing the impact of interventions half termly
- Using parent and pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. Oasis Academy Don Valley prides itself on enhancing the Personal Development of its pupils and supports this by providing a varied and robust enrichment offer. 'Personal Development' is a deliberate programme to support pupils to develop many diverse aspects of life and prepare them for the future. Our ambition is for every pupil to attend at least one enrichment activity each week.

All pupils are encouraged to take part in enrichment activities, including reading, board games, sports, science, art, film, and chess.

All pupils are encouraged to go on our residential trip(s).

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

We support pupils with disabilities by:

- Making arrangements for the admission of disabled pupils, i.e.
 - All pupils whose education, health and care (EHC) plans name the Academy will be admitted before any other places are allocated
 - Our oversubscription criteria prioritises pupils with disabilities
 - Our oversubscription criteria avoids unfairly disadvantaging pupils with a disability
- Ensuring that staff are clear through our Accessibility Plan that they must not, under any circumstances, treat disabled pupils less favourably
- Our Academy site is fully accessible via the use of lifts, ramps, footpaths and access for vehicles and pedestrians.
- Our Accessibility Plan can be located via the policies area of our school website and covers:
 - Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities, and services we provide
 - Improving the availability of accessible information to disabled pupils

5.13 Support for improving emotional and social development

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

- The Academy employs a Pastoral Support Team with responsibility to support all pupils
- Pupils with SEN are encouraged to be part of the school or Advisory council
- Pupils with SEN are also encouraged to be part of various enrichment clubs to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

The Academy works closely with a number of external agencies to maximise support for our pupils with SEND. Our Pastoral team works closely with health and social care services to ensure the safety and welfare of our pupils; our SENDCo works closely with the local authority to ensure that pupils' special educational needs are met and to support their families.

5.15 Complaints about SEN provision

If you have concerns about your child's progress, please speak to your child's class or Advisory teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Coordinator (SENDCo). The Academy's Safeguarding and Inclusion Manager (Claire Croker) can also be contacted for support.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the Academy 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

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

SEND Sheffield Special Educational Needs and Disability Information Advice and Support (SENDIAS) can provide impartial information, advice and support if you are a parent or carer for a child or young person up to age 25 with special educational needs or disabilities. Their contact information can be found here:

[SEN Disability Information and Support Service | Sheffield City Council](#)

0114 273 6009

5.17 Contact details for raising concerns

If you have concerns about your child's progress, please speak to your child's class or Advisory teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/ Disabilities Coordinator (SENDCo – Amy Thompson). The Academy's Safeguarding and Inclusion Manager (Claire Croker) can also be contacted for support.

5.18 The local authority local offer

Our contribution to the local offer, and our local authority's local offer is published here:



6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo (Amy Thompson) 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 with other policies and documents

This policy links to the following documents:

- Accessibility Plan
- Behaviour for Learning Policy
- Student Equality and Inclusion Policy
- Medical Treatment of Pupils Policy
- Toileting and Continence Policy

All Academy policies can be found here: [Policies - Oasis Academy Don Valley](#)

Policy/report completed by: Amy Thompson - SENDCo

Date: 17th October 2022