

SEND Policy and Information Report 2024-25



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 Vision

"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 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 (SENDCOs) 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 SENDCO & Assistant SENDCOs

The SENDCO is Amy Thompson.

The SENDCO covering Amy Thompson's maternity leave from June 2024 is Rebecca Smallridge.

They will:

- Work with the headteacher and SEN governor (Regional Director) to determine the strategic development of the SEN policy and provision in the school.
- Ensure the school keeps the records of all pupils with SEN up to date.
- 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 Extended Support plans or 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 deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- 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.

The Assistant SENDCO (primary) is Michaela Ludford. From September 2024, her name will be Michaela Bottomley.

They will:

- 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.
- 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.
- 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.

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 SENDCO and Assistant SENDCO. Academy management structures must enable the SENDCO'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 SENDCO, Assistant SENDCO 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 SENDCO or Assistant SENDCO 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 e.g. attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

Oasis Academy Don Valley has a clear SEND Graduated Response system in place to identify and assess pupils who may have SEN. This document is accessible by teachers, who may refer a student to the Assistant SENDCO/SENDCO if they have concerns regarding any of the four broad areas of SEND, such as their learning, social skills or emotional wellbeing.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN, as many students' needs can be met with appropriate intervention.

5.3 Consulting and involving pupils and parents

Gathering parent and pupil voice is important at Oasis Academy Don Valley.

Parent Voice

Monthly parent/carer forums are held at the Academy where parents/carers are given the opportunity to share their thoughts and give feedback on how they feel we can best support students with SEND. These meetings are held in conjunction with the Sheffield Parent/Carer Forum, who are also available to support parents/carers and direct them to possible support outside of the Academy, too.

If it is deemed necessary by the SENDCO that a student should be added to the SEND Register, parents/carers will be invited into the school for a face-to-face meeting to discuss this. This conversation will take place with either the SENDCO or Assistant SENDCO and will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- Everyone understands the agreed outcomes sought for the student.
- Everyone is clear on what the next steps are and how the student will be supported.

Notes of any meetings with parents/carers will be added to the 'Meetings Log' on a student's record on Provision Map. Parents/carers and Academy staff will work together to create a 'Pupil Passport', which is where all relevant information about a student is captured on one page. This document would then be used to support the child's learning and inform staff on how best to meet their needs.

We recognise that we are a diverse community, and as such many of our parents speak English as their second language. Translators/interpreters will always be provided for meetings where parents/carers would be more comfortable communicating in their first language.

Pupil Voice

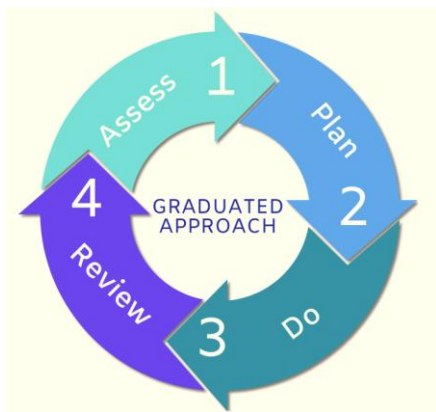
Pupil voice sessions will take place with the SENDCO or Assistant SENDCO half-termly and will be conducted in an age-appropriate manner. This will enable students to share their thoughts, feelings and opinions on their school experience.

Where students do not have the speech, language and communication skills to express their views, an advocate such as a staff member who knows them well or their parent/carer may be invited to contribute views on their behalf.

Where possible/appropriate, students will be invited to attend their SEND reviews so that they may also contribute to the information captured on their Pupil Passport and advocate for how they wish to be supported in school.

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 Assistant SENDCO or SENDCO to carry out a clear analysis of the pupil's needs.

In primary, Pupil Progress Meetings (PPMs) take place twice per half term.

In secondary, teachers will update their class profiles on a termly basis. Progress meetings for students in KS4 take place every half-term.

These meetings 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

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 academic progress.

Students' progress in other areas, such as with their social communication or their emotions and mental health, can be monitored using different assessment toolkits.

Inclusion Meetings

Inclusion meetings happen regularly at Oasis Academy Don Valley to discuss students with SEND and their progress. These meetings are attended by all members of the inclusion team (for example SENDCo, pastoral managers, attendance officer) and occur every week in secondary and fortnightly in primary.

5.5 Supporting pupils moving between phases and preparing for adulthood

At Oasis Academy Don Valley, we recognise that transitioning between phases can be a challenging time for many students with SEND. We seek to support this transition to make it as smooth as possible by doing the following:

EYFS-KS1

Students with SEND who are moving from nursery to reception, or reception to Year 1 will be supported with a 'Personalised Transition Plan'.

Prior to starting in reception, an open evening will be held where all relevant information is shared and any questions answered. Reception staff, the Assistant SENDCo or SENDCo will visit the student at their nursery setting. Reception staff will also complete home visits.

'Jump Up' days for pupils in Early Years Foundation Stage (EYFS) will take place at the end of summer and at the start of the year, where parents/carers are invited to visit their child's new class with them. When students join in reception, they will initially start on half days before progressing to full days.

KS1-KS2

Students progressing to KS2 may be supported with a 'Personalised Transition Plan' if they require this level of support. This may include additional visits to their new classroom, additional time spent with future teaching staff and/or short-term intervention with a trusted member of staff to support the emotional element of moving to a new phase.

In every year group for students at primary school, a parent talk will be held at the start of the year.

KS2-KS3

The following are some of the events that take place for students moving from primary to secondary school:

- Year 7 Parent/Carer Induction Evenings
- School visits, including additional dates for SEND/vulnerable students
- Transition Days: Sheffield Hallam University visit; timetables, pictures and settling in; taster lessons; Horizons, Sports Day & Enterprise Day
- PGL Residential Trip

One-to-one parent meetings for students starting in Year 7 will be conducted at the start of the year.

Parents Evenings will take place virtually for students in KS3.

For students with SEND who require further transition, a personalised transition plan will be put in place for enhanced transition opportunities.

KS3-KS4

During the spring term of Year 9, students will be asked to choose their GCSE Pathway options. For students on the SEND register with cognition and learning difficulties, Pathway 3 is often a preferred choice, as this allows the student to focus on developing their core curriculum skills (with emphasis on English and maths). Whether this pathway is suitable for a student will be considered on a case-by-case basis considering the individual needs of a student.

A 'Career and Pathway' open evening will take place during the spring term, which provides students and their parents/carers with all relevant information.

When a student joins Year 10/11, parents' evenings will resume as face-to-face appointments.

KS4-KS5

Deciding on which post-16 path to choose can be overwhelming for students with SEND. The following website has a fantastic resource compiling all post-16 learning and training opportunities available in Sheffield:

[Sheffield Parent Carer Forum - Post 16 Learning and Training Opportunities](#)

Other useful information

- Students with an EHCP: [14-25 Transitions Guide for Students with an EHCP](#)
- A 'Preparation for Adulthood' checklist can be used during discussions with students who have SEND, to ensure that they are on-track for their age-range in their preparation for adulthood. Where a student is found to be missing key milestones, we will work alongside their parents/carers to support their development and preparation for adulthood.
- If a student leaves our Academy to attend another educational setting, we will share information with the school, college, or other setting that 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. This teaching will be scaffolded or adapted for individual pupils where necessary.

Where necessary, we will also provide intervention either on a 1:1 or small group basis.

Here are some examples of interventions that we provide:

- Speech and Language Therapy (1:1 or small group work to develop vocabulary and grammar)

- Reading Plus (to develop reading fluency, stamina and comprehension)
- Read, Write, Inc. (phonics scheme)
- Flash Academy (English as an Additional Language (EAL) support)
- Mighty Minds (an intervention to help young people develop essential life skills needed to maintain emotional wellbeing and manage anxiety)
- Lego-based Therapy (to support social skills, communication skills and turn-taking)

This list is not an exhaustive one; there are many other interventions available.

We continuously seek to train staff in further interventions when possible or needed.

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, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud and reinforcing using visual prompts etc.
- Adapting our resources and staffing
- Using recommended aids, such as iPad accessibility features, radio aids, coloured overlays, larger font, etc.

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

5.8 Additional support for learning and working with other agencies

The Academy works closely with several 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 Assistant SENDCos and SENDCo work closely with the local authority to ensure that pupils' special educational needs are met and to support their families.

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

- Educational Psychology Service
- Deaf/Hearing and Vision Support Services
- Autism Service Team (AST)
- Speech and Language Therapy
- 0-5 SEND Support Service
- Fusion SEND Hub
- Occupational Therapy
- Physiotherapy
- CAMHS

We also have a counsellor who works within our Academy one day per week to support students.

5.9 Expertise and training of staff

Our SENDCO is employed full time to manage and oversee SEN provision.

The Assistant SENDCO has allocated time to conduct their SEN duties alongside their respective teaching commitment.

We have a team of eighteen 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. She is supported by a teaching assistant who has completed specialist EAL training.

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 Pupil Passport, Care 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 Impairment Team 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
- Using Provision Map to measure progress
- Reviewing the impact of interventions half termly via Provision Map
- Using information gathered via parent and pupil voice to inform change
- Holding annual reviews for pupils with EHCPs, alongside termly outcome monitoring meetings
- Monitoring by the SENDCO and Assistant SENDCOs through: learning walks, classroom observations, pupil progress meetings, data analysis.

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

All 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. All students are considered when completing risk assessments ahead of trips, and as such we ensure their safety when working outside of the Academy. These risk assessments ensure that the correct support is in place for any student who has SEND whilst on a trip.

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 and care for all pupils, with particular emphasis on monitoring and developing their emotional health and wellbeing.
- 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 and building friendships.
- SEMH interventions are available to students who require small group or 1:1 support in this area.

We have a zero-tolerance approach to bullying.

5.14 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 Assistant SENDCo or SENDCo. The Academy's Safeguarding and Inclusion Manager can also be contacted for support.

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 Assistant SENDCo or SENDCo.

If you wish to make a complaint, the recommended procedure for doing so can be found in our Complaints Policy in the 'Policies' section of our website.

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 The local authority local offer

The Sheffield Local Offer is a directory of services to support students with SEND.

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

[Sheffield Local Offer - Website](#)

Local Offer (0-25 Special Educational Needs and Disabilities) Information and Advice.



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 Principal and Regional Director.

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: 26th March 2024

Note: This information report was peer-reviewed as part of the OADV Parent/Carer Forum.