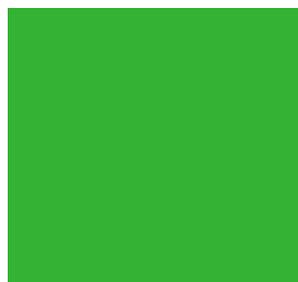




Oasis Academy Don Valley

SEND policy: September 2018 V3



Oasis Ethos

The ethos of Oasis is an expression of our character and permeates everything we do. Inspired by the life, message and example of Jesus Christ, we are committed to fostering:-

- A passion to include everyone
- A desire to treat everyone equally, respecting differences
- A commitment to healthy and open relationships
- A deep sense of purpose that things can change and be transformed
- A sense of perseverance to keep going for the long haul.

Due to our strong emphasis on inclusion, we warmly welcome the framework set out in the Equalities Act 2010 and are passionate about welcoming children regardless of their background, faith or race.

Our Academy Sentence

"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 Values

- Pride - We endeavour to be proud of what we achieve
- Respect - We respect our similarities and our differences
- Enthusiasm - We approach everything we do with enthusiasm
- Courage - We approach every new opportunity with courage
- Hope - We maintain a deep sense of hope that the future can be transformed

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

The aims of this policy are:

- To ensure that the Academy fully complies with the requirements of the Education Act 1999 and the SEND Code of Practice 2015
- To ensure that every pupil with special educational needs is fully included in Academy life regardless of their particular special educational need and is a successful learner

The Class Teacher is responsible for:

- Providing quality first teaching and having high expectations of all pupils
- Monitoring children's progress and identifying, planning and delivering any additional support children may need (e.g. like targeted work, pre-learning) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary
- Writing pupil progress targets/ pupil profiles, supporting MY PLANS & Education Health care plans and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that the Academy's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

A SENDCo is responsible for:

- Developing and reviewing the Academy's SEND policy
- Co-ordinating support for children with special educational needs or disabilities (SEND)
- Ensuring parents are involved in supporting their child's learning and kept informed about the support they are getting.

- Liaising with all the other people who may be coming into to the Academy to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the Academy's SEND register (a system for ensuring that all the SEND needs of pupils are known)
- Monitoring progress and provision ensuring that the children's needs are met.
- Providing specialist support for teachers and support staff in the Academy so that they can help children with SEND in the Academy to achieve the best progress possible.

Parents/Carers

The views and opinions of parents/carers and the children themselves are important and account will be taken of their wishes and aspirations. Parents and carers will be able to participate as fully as possible in decisions after being provided with the information and support necessary to enable participation in these decisions. Both the child and parents/carers will be supported to facilitate the development of the child to help them achieve the best possible outcomes, preparing the child, over time, effectively for adulthood.

Identification

The Academy identifies learners with SEND by working closely as a team, considering each child as an individual, monitoring their progress through assessment and robust tracking and working in partnership with parents. We recognise the importance of early identification and aim to ensure that measures are in place to highlight children who are not making the expected progress or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

Identification process:

1. Before deciding that a child requires additional SEND support the SENDCo and class teacher will review current arrangements to meet the child's needs (Pupil progress meetings). This will look at quality first teaching, which includes targeted and skillfully differentiated learning along with the support of additional adults. At this point the class teacher supported by the SENDCo may consider any further modifications and adaptations that should be put in place to support good progress.
2. The class teacher will raise their concerns with parents and discuss provision. When meeting with parents' class teachers will:
 - Share concerns and listen to concerns parents may have
 - Discuss and plan any additional support the child may need
 - Discuss how parents can support at home

3. The class teacher will continue to monitor progress
4. Following a monitoring period, gathering of further evidence, progress and assessments outcomes a follow up meeting will be planned.
5. If concerns continue the SENDCo will meet with parents and the class teacher and discuss next steps. At this meeting the SENDCo may discuss any referrals to outside professionals to support the child's learning

In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting achievement including;

- Disability
- **Attendance & Punctuality**
- English as an additional language (EAL)
- Family circumstances
- Economic disadvantage

6. If it is agreed that the child will be going onto the SEND register professionals and parents will discuss how their child's needs can be best met. Parents will be formally notified that their child will receive this additional support and placed on the **SEND register** where his/her progress and provision can be monitored more closely.
7. The child will be placed on the Sheffield Support Grids (SSG) this will inform the level of provision required and support required from other agencies. The SSG grids will be reviewed every term.

The SEND Register

The register provides an updated record of all pupils receiving additional SEND support so that:

- Progress and achievements of pupils with SEND can be more closely monitored
- Provision and intervention is planned
- There is an overview of the range and level of need across the Academy (SSG level)
- Academy provision reflects and is responsive to current profile of need

Close monitoring of this register also provides evidence to show impact of the provision for pupils with additional needs. The register will be reviewed each half term during pupil progress meetings, although children can also be added or removed from the register at any time in between.

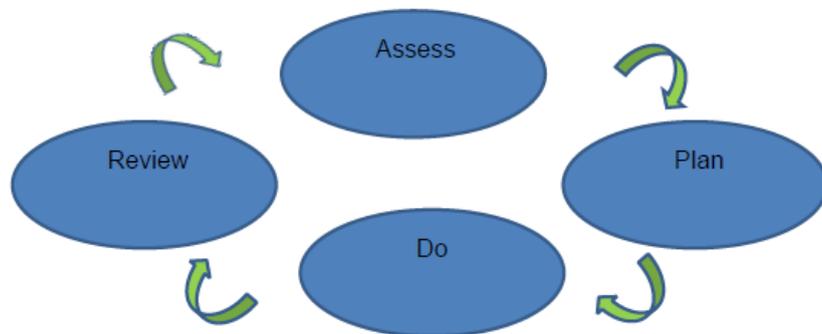
In addition an inclusion register will be kept which lists the children currently receiving speech and language therapy.

SEND diary of intervention

The SENDCo is responsible for keeping a central file and a log for each child on the SEND register which will detail the intervention in place, by whom and when.

Assessment & Provision

Once identified as requiring additional SEND support a more detailed assessment of the child's needs will be carried out. This may include discussions with parents and, when appropriate, the child. It may draw on assessments and reports from external agencies involved with the child such as a speech and language therapist. With the support of the LA School2School learning support services a more diagnostic assessment will be carried out in the key areas of difficulties. This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs. The Academy's SEND provision follows an; **assess, plan, do and review cycle**.



Plan

All children identified as having SEND have an identified **pupil profile** (one page profile) in place with outcomes and provision map which is reviewed termly (and more frequently in some cases). This plan is generated as a team consisting of the class teacher, parents, SENDCo and external agencies as required and the child when appropriate.

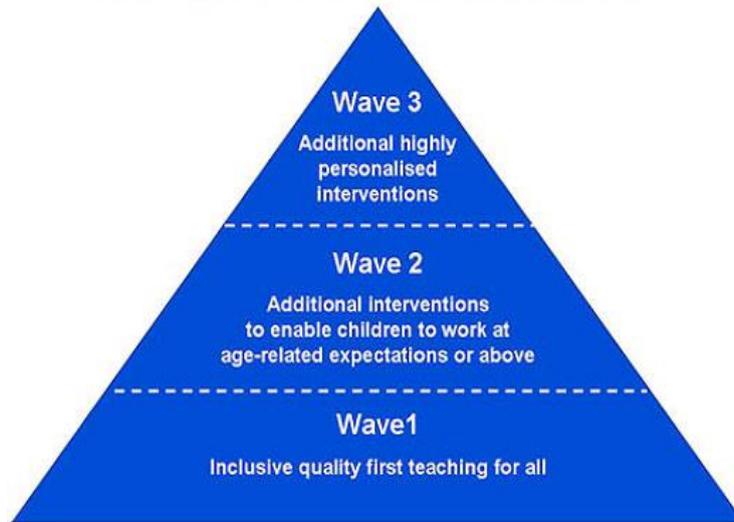
The pupil profile details the strengths, aspirations and needs of the individual child and the support they need on a daily basis in order to promote well-being and progress. These are used to collect the child's views. They will be sought informally and for review meetings; this may not always be possible with very young children / children with delayed development. The children will work with the class teacher or SENDCo to develop their 'Pupil Profile'.

The Academy value parents involvement with setting targets for children. Parents are encouraged to share vital information about things their child is good at and things which they know might help their child during review meetings.

Do - Wave 1, 2, 3

In addition to quality first teaching, children may require further intervention. This may take the form of adult directed small group learning. Wave 1 & 2 additional interventions will be planned by the class teacher to meet specific needs of pupils either on an individual basis or in small groups. A clear baseline will be established and progress measured throughout. Interventions will be monitored by class teachers and staff carrying out interventions will be responsible for recording the planning and feeding back to the class teacher on its effectiveness.

Waves of Intervention Model



Wave 2 and 3 specific resources and strategies may be used to support children individually and in groups, class teachers will discuss these needs with the SENDCo. Teaching assistant support is provided in all classes to enable all children to access the curriculum.

Wave 3 interventions will be managed by the SENDCo, they are planned as part of the Academy's half termly pastoral meetings ensuring the provision is available, planned and deployed effectively.

REVIEW

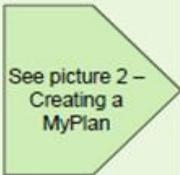
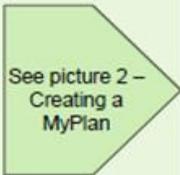
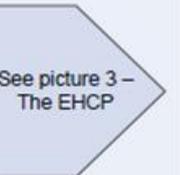
Academy staff and parents will work closely together to bring about the best outcomes for the child. There are two parents evenings each year where parents can discuss their child's progress with their class teacher. Parents will receive two record of achievements that will inform them of their child's progress, attainment, targets, attitude to learning and attendance.

In addition to these meetings there are review meetings each term for parents of children with SEND. These are longer meetings with parents, SENDCo, class teacher, teaching assistants (when required) and other agencies as and when required to discuss their child's progress in more detail. During review meetings there will be a focus on the strengths of the child and next steps. The views of the child and parents are paramount in this and any request to improve provision will be welcomed and considered carefully. During the review staff will be interested in how the child is

progressing at home and may offer advice and support for strategies to be trialed at home.

Parents are invited to share responsibility and ownership for the targets with the Academy and are given strategies to help their child fulfil their targets. The child's views might also be sought for these meetings.

The Academy uses the Sheffield Support Grids to support provision and if further support is required a MY PLAN and following this an Education health care plan (EHCP) may be considered, see below:

	<p>For mild SEND and if the One Page Profile is not thought to be helpful, the teacher and SENCO will decide to use standard school documents for the plan-do-review cycle. There will need to be a termly review with the child, young person and parents – this must be substantial discussion with the person (s) working closely with the child, eg teacher, TA etc</p>	
	<p>Most children, young people with SEND are expected to have a One Page Profile. This is a document which they help to create, either with teachers or parents, carers using person centred planning techniques that they can use to introduce themselves and their support needs to people working with them. There are standard templates available which include variations on the three main questions: 1. What is important to me 2. What people like and admire about me 3. How best to support me The look and design can be altered to suit the child, young person. The child, young person is encouraged to use the One Page Profile with people working with them – teachers, teaching assistants, care givers. Several copies are printed off and given the child, young person for this use. It needs to be kept up current and as such probably needs updating termly.</p>	
	<p>Children, young people at level 3 or above on the Sheffield Support Grid would be expected to have a MyPlan. The SENCO may decide that it is also appropriate for those on a lower level, eg if refused an EHCP, to increase parental confidence in the setting, for information sharing within the setting. A One Page Profile has a different use so is probably also helpful for children, young people with a MyPlan.</p>	
	<p>If a child, young person is unable to make progress in a mainstream educational setting despite high levels of support, then an EHC plan may be more appropriate. A One Page Profile has a different use so is probably also helpful for children, young people with an EHCP.</p>	

Sheffield LA SEND April 2016

Children can have an EHCP within the Academy and support provided within the Academy's SEND capacity. It may be further support is required and this would be sought from the locality and LA.

Removal from the register

During the review stage of the **Plan, do, review** cycle it may be decided that the child has made sufficient progress or achievements towards specific outcomes and no longer needs additional SEND support. If this is the case then parents will be formally notified and the child's name will be removed from the SEND register. Progress will continue to be monitored within the Academy pupil progress monitoring systems.

Supporting children with medical needs

In compliance with revised statutory guidance arrangements that are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential. These arrangements are set out in Individual Care Plans (CP's).

The care plan will detail the type and nature of support that will be available. They will be written in consultation with parents, families and health professionals. CP's will be shared with all relevant staff in the Academy and be reviewed regularly (termly) or whenever the need arises.

Where a pupil with a medical condition also has a disability or SEND the CP plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Pastoral support staff who have the responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Monitoring and evaluating SEND

The SENDCo will be responsible for monitoring the provision for children with SEND through learning walks, observations, planning scrutiny and work scrutiny. Targets will be monitored and reviewed through both SEND review meetings with parents but also as part of the Academies pupil progress cycle.

The Academy evaluates the effectiveness of its provision for learners with SEND by closely monitoring the assessments and analysing the tracking, considering each child's progress academically and in other areas of development e.g. socially. This is done half termly.

Interventions are used when needed and the progress made in the interventions is monitored to ensure they are effective in accelerating progress.

The Academy have a robust quality assurance system in place to ensure all children are gaining an exceptional education. Part of this system involves all teachers, teaching assistants and pastoral staff being observed by the academy leadership team when working with the children to ensure progress is made by all children. LA Learning support services also monitor and evaluate the progress of the children on their caseload and offer advice at timely points.

Roles and responsibilities

All teachers are a teacher of SEND; however the SENDCo has overall responsibility for the day to day implementation of the policy and provision for children with SEND. A member of the Academy Council also has a role in overseeing SEND policy within the Academy.

What is the LA Local Offer?

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEND) aged 0-25. The LA refers to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision locally.

The Local Offer:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>

This policy will be reviewed in September 2019.