



## Oasis Academy Skinner Street

### SEND Policy

This SEND policy is a key document to support the finest inclusive practice in our school.

It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their best possible learning outcomes and engage successfully in all aspects of the wider school community.

This policy was developed through using statutory guidance, support from the Local Authority and in consultation with staff and academy councillors.

It complies with the statutory requirements and guidance set out in relevant legislation and documents.

The policy is available on our website, or hard copies are available upon request from the school office.

Our Special Educational Needs Coordinator (SENCO) takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEND support. Our SENCO also contributes to the strategic development of SEND provision.

Our SENCO is Miss Claire Dysart and she can be contacted through the school office on 01634 850213.

The SENCO is a qualified teacher and has achieved the National Award in Special Educational Needs Coordination.

She is a member of the Senior Leadership Team and a class teacher.

Updated:

Review date:

Our principles in relation to SEN provision have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents
- The importance of the child or young person and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational outcomes and other outcomes, preparing them effectively for adulthood.

At Oasis Academy Skinner Street, we strive to support all children to enable them to be the best they can be. We are committed to providing an outstanding quality education to all the children living in our local area. We believe that all children, including those that have been identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and that all children have the right to be fully included in all aspects of school life. Each child is given an equal opportunity to attain and achieve their full potential whatever their needs and abilities, including:

- Learners from minority ethnic and faith groups
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs and disabilities (SEND)
- Learners who are able, gifted and talented (AGT)
- Learners who are looked after by a local authority (LAC)
- Learners who are at risk of exclusion.

Our values:

For all children to be given the opportunity to achieve their full potential supported by appropriate interventions and strategies to promote a positive and confident attitude to learning.

For staff to liaise regularly with the SENCO to facilitate the achievement of children with SEN through coordinated provision with regular updates of provision maps, targets and tracking.

To closely monitor the progress of children from vulnerable groups and to adapt teaching methods to facilitate their learning, self-esteem and progress through differentiated class planning and intervention strategies.

For next step targets to be SMART so children with SEND feel a sense of achievement as the targets are reached.

To increase staff awareness and understanding of SEND issues through access to training.

To form positive relationships with parents and outside agencies to support children with SEND academically and emotionally.

To continually reflect on, review, and evaluate the impact of interventions and strategies through collation of evidence to ensure the most effective impact.

Aims of this policy:

To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision.

To ensure that children and young people with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment.

To work in close partnership with parents, Medway Local Authority and other key agencies to that the needs and strengths of each pupil with SEND are fully understood, and there is a collaborative and coordinated approach to planning and reviewing any provision.

To ensure a high level of staff expertise to meet pupils' need through universal and targeted training/continued professional development.

To promote independence and resilience in pupils with SEND so that they are well prepared for transition to adulthood.

## Section 2: Admission Arrangements for Pupils with SEND.

The academy's admission arrangements are set out in the academy prospectus and make it clear that the academy will not discriminate or disadvantage pupils with a disability or SEN.

The SEND Code of Practice requires a school to admit all pupils who have an Education Health Care Plan where it has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the statement/EHC plan unless:

- it would be unsuitable for the age, ability, aptitude of SEN of the child  
or
- the attendance of the inclusion of the children would be incompatible with the efficient education of others at the school or the efficient use of resources.

The LA will work closely with the school so that any decisions on placement for a child with a Statement or Education Health Care Plan reflect the individual circumstances of

each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from specialist provisions in Medway. The SENCO in collaboration with parents and other key agencies will ensure that appropriate provision is in place to support pupils with SEN entering the academy (see section ? Transition)

### Section 3: Identifying Special Educational Needs.

The academy uses the definition of SEN and disability as set out in the SEND code of practice and Equality Act 2010 (Appendix 1)

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when children join the academy, taking into account information from previous settings or agencies as appropriate
- Termly tracking of all pupils to monitor rates of progress and attainment
- Concerns raised directly by parents or other agencies

As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.

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

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

The academy acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour, or becoming isolated or withdrawn. These behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a child requires additional SEND support, the SENCO and class teacher will review current provision to meet the child's needs within daily class teaching

and will consider any further modifications and adaptations that should be put in place to support outstanding progress.

#### Section 4: Meeting the needs of pupils with SEND.

When it is evident that a pupil will require higher levels or more tailored support than is available from everyday teaching we will offer **Additional SEND Support**.

Parents will be formally notified that their child will receive this additional support and the child will be placed on the SEN register where his/her progress and provision will be monitored closely.

#### **The SEND Register**

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

- Progress and achievements of children with SEND can be more closely monitored
- There is an overview of the range and level of need across the school
- School provision reflects and is responsive to the current profile of need

Close monitoring of this register also provides evidence to show impact of the school provision for pupils with additional needs.

Once identified as requiring additional SEN support, children will receive an enhanced package of support to remove barriers to learning and put effective special educational provision. This will be managed through a four part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEN Code of Practice. This response allows a growing understanding of the child's needs and the nature of the support the child will need to make good progress and secure positive outcomes. Depending on the need of each child successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

#### **The Graduated response**



### **Stage 1: ASSESS**

Once it is identified that a child requires additional SEN support, a more detailed assessment of the child's needs will be carried out. This will include discussions with parents, and when appropriate, the child. It may also draw on reports and assessments from other external agencies such as a speech and language therapist. The SENCO and her assistant may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each child's difficulties will be considered against the four broad areas of need as set out in the Code of Practice:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The academy recognises that it is highly likely that the needs of individual children will overlap across one or more of these areas of need or that needs may change over time. This comprehensive assessment will give a detailed picture of an individual child's strengths and their primary and secondary special needs.

### **Stage 2: PLAN**

The academy will use the information from the assessment to draw up a provision record to show the support that will be offered. The plan will:

- Be outcome focused with the desired benefit or difference from any intervention clearly identified and to support the evaluation of any impact of any provision.
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes.
- Highlight the ways parents can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and input of external agencies when they are involved with a pupil.
- Be recorded on individual support plans or provision maps.
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents will receive a copy of this plan with the time frame when it will be reviewed.

### **Stage 3: DO**

Class/subject teachers, with the support of the SENCO will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximises the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

### **Stage 4: REVIEW**

The impact of any additional support offered will be reviewed at least termly.

Depending on the level and complexity of need, this review may be included in the general school cycle of parental consultation meetings.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes

- Pupils' response to the support and view of their progress where this is applicable
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENCO will make a referral to the relevant specialist agency.

A full list of external agencies the school uses to support the progress and welfare of pupils with SEND is included in **Appendix ?**

### **Monitoring and Evaluating SEND Provision.**

The academy undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND. In evaluating the quality of the SEND provision the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils.

### **Removal from the SEND register**

If a pupil makes good progress and achieves the outcomes set, they will no longer require additional SEND support and his/her name will be removed from the register. Parents will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

### **Education Health and Care Plans:**

The additional needs of most of the pupils with SEN at Oasis Academy Skinner Street will be met by interventions and resources from the academy.

In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the SENCO, in consultation and agreement with parents and other specialist agencies will make a request to the Local Authority for an Education Health and Care Plan (EHC plan).

Full details of the process for requesting an EHC plan can be found on the Medway SEND offer web site (details in Appendix 2).

The EHC plan will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

#### Section 5: Meeting the needs of pupils with medical conditions.

In compliance with revised statutory guidance arrangements 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 an Individual Health Care Plans (IHC). The IHC plans will detail the type and nature of support that will be available.

The plans will also be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff.
- Reviewed at least termly or sooner to reflect changing needs and support.

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

Staff who have 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.

Full details on the arrangements to meet the needs of pupils with medical conditions are set out in a separate policy which can be obtained through the school office.

#### Section 6: Transition Arrangements.

These are arrangements to support pupils with SEN moving into the school or moving to a different school. Please see details in our school offer, available on our website.

The academy is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENCO.

#### PRIMARY:

For pupils joining the school in our Reception classes the SENCO will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.

Where there is a high level of need, this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed 'Transition Plan' which sets out clearly how the move will be managed. This is likely to be the case where the child has an EHC plan.

#### SECONDARY:

For pupils moving to secondary school or to a different school, the SENCO will make contact with the new school to share relevant information. As above, where the child has significant needs or has a Statement or Education Health and Care Plan, there will be a formal transition meeting with parents, pupils, representatives from the new school and other key professionals to ensure there is continuity in the range and level of support offered.

### Section 7: Funding and resources.

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEND support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation.

The school leadership, through consultation with the SENCO and the Academy Council, decide on how this funding will be deployed to meet the range and level of need for pupils with SEND across the whole academy. This is a finite sum and is not adjusted through the year to take into account of any changes in the cohort of pupils with SEND.

### Section 8: Training

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the pupils with a range of SEND within everyday teaching.

We also have a team of staff with more specialist skills to support and deliver interventions for pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SEN. The SENCO attends the termly Medway briefing sessions to keep abreast of local and national policy and initiatives to enhance SEN provision.

#### Section 9: Roles and responsibilities.

See the school website for more details: [www.oasisacademyskinnerstreet.org](http://www.oasisacademyskinnerstreet.org)

**The SENCO:** The SENCO has the day to day responsibility for the operation of the SEND policy and the provision in school. This includes the line management of teaching assistants who give support to individual and groups of pupil with SEN. The SENCO provides guidance and support to all staff in relation to meeting the needs of pupils with SEN. The SENCO has a key role in developing positive partnerships with parents and other external agencies in order to fully address the needs and support progress for pupils with SEN. The SENCO will also take a key role in supporting the transition of pupils with SEN to different settings.

**The Academy Council:** The code of practice states that there should be a member of the Governing Body or a subcommittee with specific oversight of the school's arrangements for SEND.

The key duties of our Governing Body, the Academy Council, are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEN have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside pupils with no SEN.

The Academy Council will ensure the school meets all its statutory duties, ensure that additional funding is deployed effectively and the views of parents and pupils are fully considered.

The lead Academy Councillor will meet at least termly with the SENCO to review and evaluate effectiveness of the schools' SEN provision and contribute to plans to develop and enhance this provision.

The lead governor will also ensure that updates on the quality and impact of SEN provision are regular items on the Academy Council cycle of meetings. Other key staff who are actively involved in supporting and coordinating SEN provision and part of our wider inclusion team include:

Designated Safeguarding Lead: Mrs Nicki Webb

Designated Looked After Children Lead: Mrs Nicki Webb

Lead teacher for effective deployment of pupil premium funding and sports funding:  
Attendance Officer:

CLO: Mrs Shona Budge

## Section 10: Dealing with Complaints.

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance, parents should speak to the class teacher with further discussions with the SENCO as required. The Deputy Principal and Principal would then be involved if the situation remains unresolved.

Where these initial attempts to resolve the issue are unsuccessful parents will be encouraged to seek advice and support from the local parent SEN Information, advice and support service (SENDIAS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child. This might be the Educational Psychologist.

If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Medway SEN team. Parents will be contacted directly to receive information about the mediation services available.

## Section 11: Anti-bullying

We recognize that pupils with SEN are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils with SEN have a named adult to report any incidents of bullying. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying.

## Section 12: Disability Access Arrangements

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take overtime to increase the accessibility of pupils. This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

Please refer to our Accessibility policy.

## APPENDIX 1 COMPLIANCE WITH STATUTORY DUTIES

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special educational needs and disability code of practice 0-25
- Equalities Act 2010
- School Admissions Code of Practice
- Supporting pupils at school with medical conditions (June 2014)
- Schools Complaint Toolkit 2014
- The National Curriculum (2014)
- Teachers Standards 2012
- Working together to safeguard Children (2013)