



# Oak View Academy

Believe, Expect, Succeed

## Special Educational Needs and Disability Policy (SEND)

### Introduction

Oak View Academy has a named **SENDCO (Mrs Liana Atherton)** and a named Governor is responsible for SEND (TBC). They ensure that the Oak View Academy Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and all other policies currently within the school.

Here it is the belief that all children have an equal right to a full and rounded education, which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is '*additional to and different from*' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014).

- **Communication and interaction**
- **Cognition and learning**
- **Social, mental and emotional health**
- **Sensory/physical**

"A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is *additional to, or different from*, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision, which educates or trains a child or young person is to be treated as special educational provision."

**Code of Practice 2014**

Where the general level of ability within the school may be found to be low, pupils may be offered additional support, through small groups or 1:1 activities, in order to boost their skills' level and confidence. The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'. This SEND policy details how, at Oak View Academy, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in with all school activities, together with pupils who do not have special educational needs.

## Aims and objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside all other pupils.
- To listen to the voice of the parents/carers and pupil in order to best meet the needs of the child.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs. **Every teacher has a responsibility for supporting special educational needs.**
- To ensure a high level of staff expertise to meet pupil needs, through well targeted continuing professional development and training.
- Through reasonable adjustments, to enable all children to have full access to all elements of the school curriculum.
- To work in cooperation and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers to ensure all children have equal access to succeeding in all subjects.

**Through appropriate curricular provision, we respect the fact that children:**

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

**Teachers respond to children's needs by:**

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions and self-regulation, including trauma or stress, and to take part in learning

## Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The school Governing Body, the school's Headteacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

### **All teachers are teachers of children with special educational needs.**

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment process to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. The teacher will also need to liaise very closely with the parents of the child to gather information regarding the child's abilities in their first language.

## The Role of The SENDCO and what Provision Looks like at Oak View Academy

The Special Educational Needs Coordinators [SENDCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEN across the whole school
- Liaising with and advising fellow teachers
- Overseeing the maintenance of records for all children with SEN - including the SEND Profiles
- Liaising with parents of children with SEN
- Contributing to the in-service training of staff
- Liaising with local schools and settings, including pre-schools, previously attended schools and high schools, so that support is provided for all pupils as they transfer.
- Liaising with external agencies including the Local Authority offered support: Educational Psychology services, Autism Team, Sensory (Vision and Hearing) team, various health professionals and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEN.
- Making regular visits to classrooms to monitor the progress of children on the SEN Register.

## Monitoring Children's Progress

The school's regular system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help '*additional to and different from*' that which is normally available within the particular class.

The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, Oak View Academy will adopt a graduated response. When any concern is initially noticed, it is the responsibility of the class teacher to take steps to seek to address the issue. Parents should be consulted and specific intervention put into place and monitored for a short period (of up to 6 weeks).

If no progress is noted after this time, and the child requires support which is '*additional to and different from*' that which may be readily available in the classroom, the class teacher will commence the completion of an SEND Profile, parental consent will be gained and the child's name will be added to the SEN register (a list of children within the school who are receiving additional support).

This child will be recorded on the SEN Register at SEN Support level. (Element 2 funding)

Information will be gathered and compiled onto an **SEND Profile** for the pupil. This is a document which maintains all the key information, gathered in recognition of a pupil and their presenting special needs, integrated from all professionals (education, health and care) involved with the child.

## SEND Profiles

Strategies employed to enable the child to progress will be recorded within an SEND Profile, which will include information about:

- General Information & summary of needs
- History of Professional Involvement at SEN Support (Education, Health and Social Care)
- Child or Young Person's Views
- Parent's or Carers Views
- SEND Provision Map - including strengths and SENs across the 4 main areas (Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory and/or Physical Needs), long term outcomes, short term steps to achieve the outcomes, the type of provision required, targets to be met each term, and an evaluation of each cycle of support.
- Attainment or Progress tracker
- Parental Consent

Using an 'Assess-Plan-Do-Review' process, the termly targets set will be monitored, reviewed and new targets planned at least once each term (3 times across the year).

## Reasons for a child being added to the SEN register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing English or Mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent social, emotional or mental health difficulties, often communicated through behaviours, which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical needs, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

## Partnership with parents

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners, given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process through the gathering of pupil views.

The school website contains details of our policy for special educational needs through the SEN Information Report including the arrangements made for children in our school.

At all stages of the special needs process, the school endeavours to keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. Parents are also kindly asked to keep the school informed of any information, which might be of relevance to supporting the pupil and to share any related medical reports.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENCO through a school email address and parents and children have access to the School Website, which has a dedicated section to Special Educational Needs.

## The Nature of Intervention

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with a teacher, a teaching assistant, with the Learning Mentor, the ELSA or the Child

Advocate.

- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

The child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme or support in the classroom. Parents will continue to be kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly to discuss individual learning targets and progress with the class teacher and/or SENCO on a termly basis. Parents will also be informed of how they can support their child in making increased progress through additional support at home.

The SENCO or other relevant professionals may undertake further assessment or observation of the child, where necessary, to assist in the planning for meeting their needs.

## The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations at an SEN Support level. A referral will be made, using the child's SEND Profile, in order for the specialists to establish which strategies have already been employed and which targets have previously been set. Parental consent will always be gained before a child is referred to an external specialist agency outside of the school.

The external specialist may give advice, suggest specific strategies, provide additional specialist assessment or be involved in teaching the child directly. This information will be recorded on the child's SEND Profile, which will then clearly identify the more specialist advice and strategies put into place for supporting the child's progress. This advice will be implemented, at least in part, within the normal classroom setting. The delivery of the interventions recorded in the SEND Profile continues to be the responsibility of the class teacher, even if the work undertaken is provided by another adult within the school. This advice will need to be evidenced as implemented for at least 2 cycles of 'Assess-Plan-Do-Review.'

### **Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

These children continue to be monitored by the SENCO on the SEN Register at 'SEN Support' level.

## Additional funding and/or an Education Health and Care Plans (EHCPs)

Where a child's needs require the level of support which goes beyond those which are provided for through the delegated budget for meeting the needs of all pupils (Element 2 funding), and where a child has demonstrated significant cause for concern over a period of at least two 'Assess-Plan-Do-Review' cycles, an application can be made to the local authority to request either a) **additional funding** (short term support - up to 2 years maximum) or b) an **Education, Health & Care Needs assessment** which may result in the provision of an Education, Health and Care Plan (EHCP). If granted, this is a statutory document, which remains with the child until they are 25.

For either request, an application is made to the Local Authority, providing the SEND Profile as evidence. Any other relevant documentation, in relation to the child's special educational needs, will also be shared.

The evidence will include:

- A completed SEND Profile showing at least 2 cycles of Assess-Plan-Do-Review targets and interventions for the pupil, and the views of the parents and the child
- Records of the child's health and medical history and reports, where appropriate
- Reports from education and other assessments, for example from SENDCO, an advisory specialist support teacher or educational psychologist

The parents of any child who is referred for additional funding or an Education, Health & Care Needs Assessment will be kept informed of the progress of the referral via a designated Local Authority representative and the school SENCO. If successful, the school will receive a higher level of funding (Element 3) to support the meeting of the child's needs towards specified outcomes. These outcomes may be recorded in an EHCP.

These children will be recorded on the SEN Register as EHCP.

The progress of children with additional funding or an EHCP will continue to be monitored within the termly 'Assess-Plan-Do-Review' cycles by the class teacher. In addition to this, they will also have an Annual Review meeting to check that progress is being made towards the outcomes set out in their SEND Profile or EHCP document.

For children with an EHCP, when this Annual review coincides with transfer to high school in Year 6, the SENCO from the high school will be invited to attend the review. When this review occurs in Year 5, it is a 'Transition Review,' and parents will be asked to consider their preferred choices of Secondary school provision for their child. Annual Reviews can take place across the whole academic year, however Year 5 reviews must be carried out in the Autumn term.

Where a parent deems that their child's needs are greater than the support that is being provided by the school, they have the right to apply for an Education, Health & Care Needs Assessment. This application can be completed via downloading the relevant request paperwork from the 'Special Educational Needs and Local Offer' section of the Cheshire West and Chester Live Well Local Offer (<https://www.livewell.cheshirewestandchester.gov.uk/>) website.

We would always suggest that before making a parental application for a needs assessment, parents discuss their concerns with the SENCO.

## **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities, and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers are encouraged to use a range of quality first teaching strategies to meet children's special educational needs. Lessons are expected to have clear learning objectives and staff differentiate work appropriately, using ongoing assessment to inform the next stage of learning. All staff are encouraged to consider pupils' varied learning styles when planning lessons, and will take the information gathered in the pupils' SEND Profile into account when considering their curriculum access. Staff may need to provide an additional level of adult support, an alternative task, access to concrete resources, use of specialist equipment, provision of alternative ways of recording which employ a small-steps approach. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy, whilst recognising their specific barriers to this access. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the child to work in small groups, or in a one-to-one situation outside the classroom.

## **Allocation of resources**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans.

The Headteacher & SENCO inform the Governing Body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENCO meet regularly to agree on how to use funds directly related to Education, Health and Care Plans.

## **The role of the Governing Body and the Trust (NWAT)**

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

North West Academies Trust has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Trust reviews this policy annually and considers any amendments in light of the annual review findings. The Headteacher reports the outcome of the review to the Governing Body.

## **Monitoring and evaluation**

The SENCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCO and the Headteacher hold regular meetings to review the work of the school in this area. In addition, the SENCO and the named governor with responsibility for special needs, also hold regular meetings.

**Signed: F. Whittaker**

**Date: September 2020**

**Date for Review: September 2021**