

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 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 Mrs Toni Valeriano and she can be contacted via email or through the school office on 020 8668 4877

Email address: byron@oasisbyron.org

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.

This policy was reviewed in: September 2020

Section 1: Our values and vision in relation to SEN provision

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 Byron we value the contribution that each child can make within the school and wider community. We are committed to offering an inclusive education to ensure the best possible outcomes for all of our children by removing barriers to learning to promote high levels of achievement. Each child is given an equal opportunity to attain and achieve to 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 (SEN)
- learners with visible and/or non-visible disabilities
- 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 SEN feel a sense of achievement as the targets are reached.
- ✓ To increase staff awareness and understanding of SEN issues through access to training
- ✓ To form positive relationships with parents and outside agencies to support children with SEN 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 SEN can engage successfully in all school activities alongside pupils who do not have SEN, 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, Croydon Local Authority and other key agencies so 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 profession 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 SEN.

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 Code of Practice requires a school to admit all pupils who have a Statement of Special Educational Need or Education Health and Care Plan where it is 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 or SEN of the child
or
- the attendance of the inclusion of the child 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 pupil with a Statement or Education Health and 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 the Croydon Special schools.

The SENCO in collaboration with parents and other key agencies will ensure appropriate provision is in place to support pupils with SEN entering the academy (See Section 6: 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 2)

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 pupils join the school, taking into account information from any 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 and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEN.

Before deciding that a pupil requires additional SEND support the SENCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress.

Section 4: Meeting the needs of pupils with SEN.

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

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

The SEN Register

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

- progress and achievements of pupils with SEND can be

Once identified as requiring additional SEN support, pupils will receive an enhanced package of support to remove barriers to learning and put in 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. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent reviews and more specialist expertise.

The Graduated Response:

ASSESS:

Once identified as requiring additional SEN support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as a Speech and Language Therapist. The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

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 pupils will overlap across one or more of these areas of need or that needs may change overtime.

This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

PLAN:

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

- Be outcome focused with the desired benefit or difference from any intervention it clearly identifies and to support the evaluation of the 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 additional support plans or on class 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 copy of this plan with the time frame when it will be reviewed.

DO:

Class 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 maximise 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 regularly liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

REVIEW:

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend along with pupils when this is appropriate.

Depending on the level and complexity of need this review may be included in the general academy 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 a specialist agency.

A full list of external agencies the school uses to support the progress and welfare of pupils with SEN is included in Appendix 3.

Removal from the SEN Register

If a pupil makes good progress and achieves the outcomes set they will no longer require additional SEN support and their 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 Byron will be met by interventions and resources from the school.

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 Croydon SEND offer web site (details in Appendix 3).

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/carers, 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/carers, 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.

Section 6: Transition Arrangements – Arrangements to support pupils with SEN moving into the school or moving to a different school.

The school 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 academy in our Reception class 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 a Statement or EHC plan.

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 when 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 academy receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEN 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 Academy Council decide on how this funding will be deployed to meet the range and level of need for pupils with SEN across the whole school. 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 SEN.

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 SEN within everyday teaching.

We also have 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 Croydon briefing sessions to keep abreast of local and national policy and initiatives to enhance SEN provision. She is also an active member of the local cluster network.

Section 6: Roles and Responsibilities

See the School Information Report on the website. www.oasisacademybyron.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 of 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 Academy Council or a sub-committee with specific oversight of the school's arrangements for SEND.

The key duties of 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 Academy Councillor for SEN at Oasis Academy Byron is Mrs Nickie Cotter.

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

The Academy Councillor for SEN will also ensure that updates on the quality and impact of SEN provision are regular items on the Academy Council's 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 teacher for Safeguarding: Mrs Sarah Small, Mrs Clare Wingrave, Mr James Norris

Designated teacher for Looked After Children: Mrs Sarah Small

Section 9: 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.

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.

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 issues remain unresolved parents can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by Croydon LA but operates independently. They can provide a quick and non adversarial way of resolving disagreements.

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 Croydon SEN team. Parents will be contacted directly to receive information about the mediation services available.

Section 11: Anti Bullying

We recognise 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 to. Through careful monitoring of bullying incidents and regular review of anti bullying policies and practices with the academy 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 academy 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.

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
- Teachers Standards 2012
- Working together to safeguard Children (2013)

Croydon's local offer for SEN:

<http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>

Appendix 2: Definition of Special Educational Needs

SEND Code of Practice 2014

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of other pupils of the same age or
- Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools of post 16 institutions

Equality Act 2010

A disability is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

This definition includes:

- Sensory impairments such as those affecting sight and hearing
- Long term health issues such as asthma, epilepsy and cancer

An Appendix 3: Links with Local and National services and organisations to support implementation of the SEN policy.:

| | |
|---|---|
| Croydon Educational Psychology Service | Tel: 020 8241 5460 |
| Croydon CAMHS | Tel: 0203 228 000 www.slam.nhs.uk |
| Occupational Therapy | 020 8274 6854/50 |
| Children's Physiotherapy | 020 8274 6853 |
| Salt | 020 8714 2594 http://www.croydonhealthservices.nhs.uk |
| Community Paediatricians | 020 8274 6300 |
| Peripatetic Visual Impairment Service | 020 8760 5784 linda.james@croydon.gov.uk |
| Peripatetic hearing impairment service | 020 8760 5783 luisa.saddington@croydon.gov.uk |
| Croydon Locality Early Help | earlyhelp@croydon.gov.uk |
| Croydon Primary Behaviour Support Team | 020 8686 0393 |
| Primary Fair Access Panel | 020 8726 6162 Valerie.Burrell-Walker@croydon.gov.uk |
| Secondary Fair Access Panel | 020 8726 6162 Valerie.Burrell-Walker@croydon.gov.uk |
| Parents In Partnership | 0208 663 5626 www.pipcroydon.com/ |
| SENDIAS (SEND support for parents and carers) | 020 3131 3150 parentssupportherts@familylives.org.uk |
| Contact a Family | 0808 808 3555 www.cafamily.org.uk/advice-and-support/ |
| Council for Disabled Children | 0207 843 1900 www.councilfordisabledchildren.org.uk/ |