



# **SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY**

**IMPLEMENTATION: September 2017**

**REVIEW: September 2019**

**Ratified by Brightstowe Academy Council: Summer 2017**

# Special Educational Needs and Disability Policy

*The Academy uses the term 'parents' to signify parents and/or carers, i.e. all those who have parental responsibility for a child or young person.*

## SCOPE OF POLICY

This policy applies to students with special educational needs and disability (SEND), their parents and all staff.

This policy should be read in conjunction with the following:

- Admissions Policy
- Equal Opportunities Policy
- Disability Equality Policy
- Medical Treatment of Students Policy

## OBJECTIVES OF THIS POLICY

- To provide support and advice for all staff working with students in the Academy regarding our systems to support students with SEND
- To explain how we identify and provide for students who have SEND.
- To demonstrate how we work within the guidance provided in the SEND Code of Practice 2015.
- To explain our whole school graduated approach to supporting students with SEND.
- To explain how we develop and maintain partnership and high levels of engagement with parents.

## DEFINITION OF SEND

At Oasis Brightstowe we take our definition of SEND from the 2015 Code of Practice which states:

*A child or young person has SEND 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 or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream Colleges or mainstream post-16 institutions*

*Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream Colleges, maintained nursery Colleges, and mainstream post-16 institutions or by relevant early years providers.*

The SEND Code of Practice 2015 does not assume that there are hard and fast categories of SEND. It recognises that children's needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

In line with the SEND Code of Practice we accept that students often have needs that cut across all these areas and their needs may change over time.

We acknowledge that while considering the needs of the whole child, some areas which are not SEND may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of the pupil premium
- Being a looked after child

N.B Behaviour is not a special educational need in itself. In keeping with the SEND Code of Practice, poor behaviour is viewed as a response to an underlying unmet need which the Academy, in partnership with parents and the young person, will endeavour to identify.

## **DISABLED STUDENTS**

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that 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'.

There is a significant overlap between disabled young people and those with special educational needs. Where a young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

## **KEY REQUIREMENTS/ LEGAL DUTIES**

This policy responds to the requirements and recommendations of:

- The Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137

## **CORE PRINCIPLES**

Oasis Academy Brightstowe fully endorses the SEND Code of Practice (2015) core principles:

*All children and young people are entitled to an education that enables them to make progress so that they*

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015

The Academy is fully committed to the inclusion of students with special educational needs and disabilities (SEND) providing that the Academy is compatible for the child's age, ability and aptitude and that their attendance is not incompatible with the efficient education of other students in the Academy and is an efficient use of the Local Authority's resources.

In keeping with the Academy's inclusive practice we believe that all learners are of equal value. Therefore:

- We recognise, respect and value difference and understand that diversity is strength.
- We foster positive attitudes and relationships with staff, students and parents.
- We foster a shared sense of cohesion and belonging.
- We have the highest expectations of all our students.
- We work to raise standards for all students, but especially for the most vulnerable.
- We observe good equalities practice for our staff.

All classrooms and social areas of the building are fully accessible for people with disabilities or limited mobility.

## **PARTNERSHIP WITH FAMILIES**

The Academy works in partnership with parents. This will enable students with SEND to achieve excellent outcomes. The Academy recognises that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership.

We have high aspirations for all our students, including those with SEND. In keeping with the principles of Person Centred Planning \* students with SEND are integral to the decision-making processes affecting them. We recognise that young people are entitled to the same quality and level of information, advice and support as their parents. Students' views, opinions, wishes and feelings are always considered. We aim to provide as much information and support as necessary to help students achieve the best possible outcomes, preparing them effectively for adulthood.

\* Person Centred Planning is a process for continual listening and learning, focussing on what is important to someone now and in the future, and acting upon this in alliance with their family and friends

## **IDENTIFYING AND ASSESSING STUDENTS WITH SEND**

The Academy has a clear approach to identifying and responding to SEND. All teachers at Oasis Academy Brightstowe are responsible for identifying students with SEND and in collaboration with the SENCO, will ensure that those students requiring different or additional support are identified at an early stage.

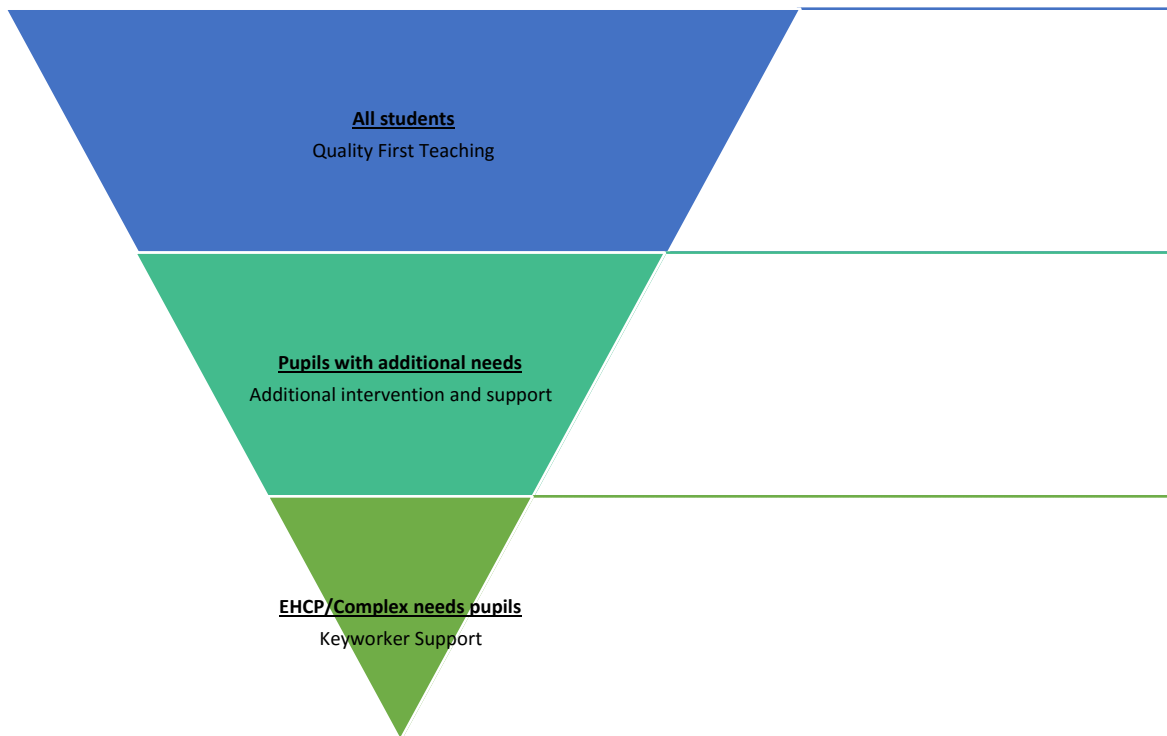
### **Identification from Primary School**

- Oasis Academy Brightstowe carries out a thorough transition programme with our local primaries. Information from the primary school is used to shape the students' curriculum and pastoral provision in the first few months. Any student assessed as having SEND has an enhanced transition from primary to secondary school and strategies which support them in class are shared with staff.
- On entry to the Academy every student is assessed within the first term in order to ensure continuity of learning. This may flag up students who require additional class based interventions and/or further assessment.

### **Identifying Students at Oasis Brightstowe**

- The Academy regularly gathers information about every student's progress, alongside national data and expectations of progress. Academic data is regularly shared with students and parents. Progress is the crucial factor in determining the need for additional support. Less than expected progress might:
  - be significantly slower than that of their peers starting from the same baseline
  - fail to match the student's previous rate of progress
- This can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider developmental or social and emotional needs in order to make a successful transition to adult life.
- Students may also be identified via pastoral and or academic tracking meetings where attendance and behaviour data are considered.

## THE GRADUATED APPROACH TO MEETING SPECIAL EDUCATIONAL NEEDS AND DISABILITY



### **Quality First Teaching**

Teachers are responsible and accountable for the progress and development of all the students in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to pupils who have or may have SEND. High quality teaching of all students, including those with special educational needs, is a whole-Academy responsibility.

We understand that additional intervention and support cannot compensate for a lack of good quality teaching. Senior Leaders, Heads of Department and the SENCO carry out regular learning walks to ensure the quality of teaching for all. The SENCO shares Quality First Teaching strategies for the most common areas of SEN need and personal SEN strategies are set for students who need them. All staff are expected to follow these strategies for students. This is monitored by the SENCO and students' Keyworkers. Staff are encouraged to speak to their Head of Department or the student's head of house and the SENCO if they feel they need additional guidance in meeting the needs of any pupil. The SENCO and Head of Department can then offer advice, strategies, observations and coaching to improve the quality of teaching.

There is regular advice and training delivered by the SEND leader for colleagues at all levels. The aim of this advice and training is to improve teachers' understanding of the SEND most frequently encountered and to develop their skills in identifying students with particular barriers to learning. Where necessary outside agencies deliver bespoke training. Staff are able to observe outstanding teaching of students with SEND as part of normal staff development opportunities.

## **The Oasis Brightstowe Curriculum**

- All Oasis Academy Brightstowe students have access to a broad and balanced curriculum, with targets that are deliberately ambitious.
- The Academy sets students using a range of factors including reading age, prior attainment and SEN need to ensure that students who require more support are taught in smaller classes. This allows the curriculum to be personalised according to their needs.
- In Key stage 3 we offer bespoke curriculum pathways in order to meet the needs of all students. In Year 7, some groups are taught by qualified Primary school teachers for English and Maths. This is designed to enable more vulnerable students to get extra support to prepare for accessing the curriculum at secondary school. In Y9, 10 and 11, certain students attend 'Combined Curriculum' Classes which enable them to access a range of vocational qualifications which may better suit their skills and needs.

## **Pupils with Additional Needs**

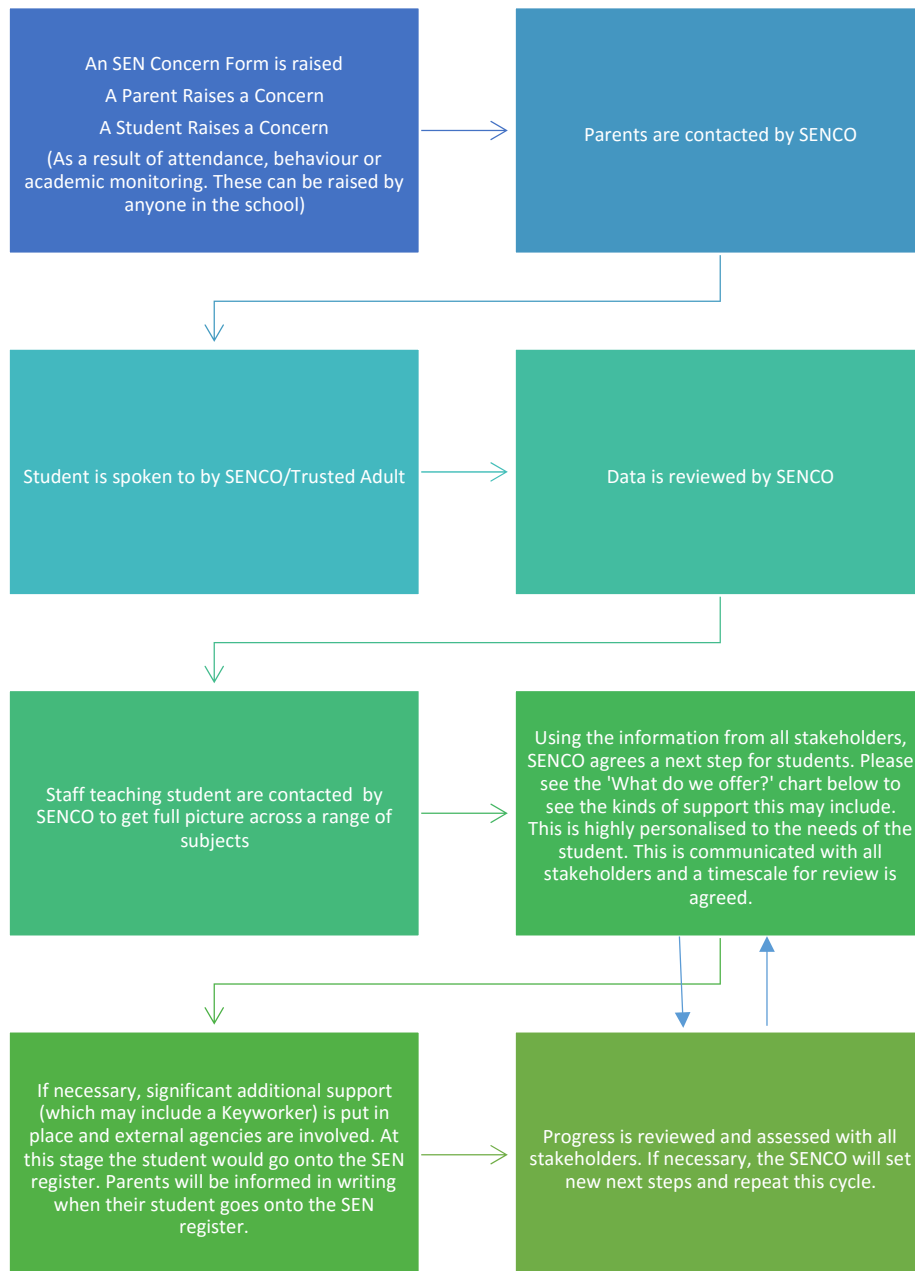
### **What is the process for raising a concern that a pupil has additional needs?**

Where teachers decide that a student is making less than expected progress despite verified high quality, differentiated teaching, they can raise the student with the SENCO via an SEN Concern Form and carry out further class based assessments. The SENCO will raise this concern with parents and involve them at this stage. The student themselves will also be consulted. A period of additional class based support will then follow.

If, despite class teacher intervention the student continues to make less than expected progress, the SENCO, class teacher and Head of House will meet to discuss additional support and intervention that can be put into place. Some interventions may be designed to support pastoral or attendance needs.

The SENCO is then responsible for investigating and where necessary assessing the student to determine if the student has special educational needs, noting areas that are barriers to learning which may require support. We expect students and parents to participate as fully as possible in the assessment, planning and reviewing process. With parental agreement, the Academy will liaise with outside professionals if they are already involved with the student.

For higher levels of need, the SENCO will draw on more specialised assessments from external agencies and professionals including gaining advice from professionals at regular MAP meetings.



### Increased levels of provision and support

The response to an identified need will vary from pupil to pupil. A range of options are considered for each pupil (see our current 'What do we offer' Flowchart for an up-to-date record of our support on offer). Records are kept of all additional support, intervention or assessment using the SIMS. This allows all staff working with a pupil to have a full picture of how they are being supported or have previously been supported across the Academy.



## High Needs SEN Students

For students with an EHCP or those for whom we are in the process of investigating whether a diagnosis or EHCP may be appropriate, the SENCO liaises with all stakeholders to design a personal programme of support. These students will also be allocated a Keyworker from the Keyworker team. The Keyworker will be responsible for monitoring all aspects of the student's life at Oasis Academy Brightstowe including attendance, attainment and social and emotional development. In partnership with other stakeholders and the SENCO, these students will be set personal SEND targets and receive a range of specialist interventions and support from their Keyworker. This will vary depending on the student's needs and are reviewed regularly following the 'assess, plan, do, review' cycle. Keyworkers work closely with parents and share their targets and interventions with parents. Targets are shared with teaching staff via SIMS and Keyworkers work closely with class teachers. For EHCP pupils, progress will be formally reviewed during the Annual Review process. As always, if a student is identified as making less than expected progress, the SENCO and Learning Provision Manager will consult with outside agencies already involved with the pupil or consider involving them.

For those students with the highest level of need it may be appropriate for the SENCO to request an Education, Health and Care (EHC) assessment (formerly known as a statement). Students and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

As part of the EHC assessment the Academy may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

The Academy's notional SEND budget is used to commission a range of services to support students, including:

Provision	Details	Target students
Literacy interventions	We run a range of literacy interventions aimed at students with significant reading, writing and comprehension difficulties. Progress is very closely monitored through regular assessments.	Each intervention has its own entry criteria based on the assessment of reading, spelling, academic progress data, and specialist literacy assessments.
Numeracy interventions	We run regular numeracy intervention strategies for students working below their target levels or not making the expected progress.	Students are identified by using a range of strategies including baseline testing and teacher referrals.
Counselling	An external counsellor is in school regularly and pupils can be referred for a variety of reasons e.g. Bereavement.	Students with a high level of need as identified by the Inclusion panel.
1:1 Mentoring	Mentoring programme	Students displaying a wide range of emotional and social difficulties

The above provisions are reviewed regularly by the SEND leader to establish whether they are contributing significantly to student progress and are value for money.