



ORMISTON
SIX VILLAGES
ACADEMY



OAT SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

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Special Educational Needs and Disabilities (SEND)

Policy Version Control

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Responsible committee	
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Ormiston Academies Trust

Special Educational Needs and Disabilities (SEND) Policy

Policy Version Control

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1. Introduction

1.1 This procedure has been adopted by the IEB of Ormiston Six Villages Academy.

Equality and Diversity : All policies are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity, age, religion / belief or political / other personal beliefs.

2. Policy aims and principles

2.1 This policy outlines the framework for the academy to meet its duties and obligations to provide a high quality education to all of its students including students with special educational needs and / or disabilities.

2.2 The range and degree of learning difficulties, behavioural problems, physical or sensory disabilities that might be found in a typical class can be considerable, and it is recognised that this situation exists at Ormiston Six Villages Academy.

2.3 The aims and objectives of the SEND Policy relate directly to those of the Academy, and are also based on the values derived from and are guided by the requirements of the various Acts of Parliament and guidance published pertaining to SEND and the 2014 Code of Practice.

2.4 The Code of Practice (2014) states :

“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”.

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

- has significantly greater difficulty in learning than the majority of others of the same age;
- has 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 or mainstream post-16 institutions.

2.6 A special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

3. Terminology

3.1 The term ‘parents’ is employed throughout this policy and elsewhere to refer to any parent, guardian or other responsible adult in ‘loco parentis’.

4. Aims

4.1 The aims of Ormiston Six Villages Academy are:

- To endeavour to provide exceptional intervention to meet the needs of any student who holds a statement of Special Educational Needs (SEN) or Education Health and Care Plan (EHCP), in collaboration with colleagues, other professionals, the young person and the parents.
- To review Provision Maps of students with a Statement of SEN or an EHCP ensuring that both pupil and parent views are involved in the target setting and review process.
- Delivery of SEN provision will remain the responsibility of the Teacher, and Special Education Needs Co-ordinator (SENCO). Provision Maps and targets will be monitored by the SENCO, to ensure interventions are being carried out.
- To review termly provision for students with 'SEN Support'.
- Wherever possible, to ensure full entitlement and access for SEND students to high quality education within a broad, balanced and relevant curriculum.
- To educate students with SEND alongside their peers within the normal curriculum of the Academy after giving due consideration to the necessity to meet individual needs.
- To stimulate and/or maintain student curiosity, interest and enjoyment in their education.
- To enable SEND students to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The curriculum must be suitable to promote intellectual, emotional, social and physical development in order that students can develop as valuable members of society both now and in the future by encouraging social skills such as politeness, initiative, independence and safety awareness.
- To identify and assess students with SEND as early and thoroughly as possible and necessary, through a programme of rigorous testing, this will include reading and comprehension skills and mathematical reasoning.
- To provide concise SEND information via one page profiles or IEPs, which will be updated and reviewed on a regular basis and made accessible to staff.
- To disseminate good practice through the electronic SEND folder, which contains detailed information about specific needs and ways of meeting those needs in the classroom, this will also include specific training for new staff within the academy.
- To fully involve parents and students in the identification, assessment and delivery of SEND and to strive for close cooperation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues. When considering the attainment of the child, age and levels of understanding will be considered.
- To meet the needs of all students who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- To support and advise teaching staff of their responsibilities towards SEND students.
- To implement a programme of Continued Professional Development (CPD) for teaching and support staff.

5. Roles and responsibilities

5.1 Key personnel

Assistant Principal/Head of Inclusion		Mr D Ball
Contact details	Email	dbl@ormistonsixvillages.org.uk
	Telephone	01243 546829
Inclusion Coordinator		Ms R Ward
Contact details	Email	rwd@ormistonsixvillages.org.uk
	Telephone	01243 542806

5.2 The IEB has responsibility to ensure the Academy :

- Fully engage parents and / or young people with SEN when drawing up policies that affect them
- Identify, assess and make SEN provision for all children and young people with SEN, whether or not they have a statement of SEN or an EHCP
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEN
- Designate an appropriate member of staff (the SEN coordinator or SENCO) as having responsibility for coordinating provision for students with SEN
- Appoint a designated teacher for Looked After Children (LAC) where appropriate
- Make reasonable adjustments for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability
- Take necessary steps to ensure that students with disabilities are not discriminated against, harassed or victimised
- Publish an SEN information report on an annual basis.
- Publish annual information on the Academy's SEN policy, setting out the measures and facilities to assist access for students with disabilities
- Publish annual information about the arrangements for the admission of students with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities provided to assist students with disabilities, and the academy's accessibility plan
- Publish accessibility plans setting out how they plan to increase access for students with disabilities to the curriculum, the physical environment and to information, reviewable every three years
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and students through a single point of access
- Provide suitable, full-time education from the 6th day of an exclusion of a student with SEN, in line with their statement of SEN or EHCP

5.3 The Principal has a responsibility to:

- Ensure that those teaching or working with the student are aware of their needs, and have arrangements in place to meet them
- Ensure that teachers monitor and review the student's progress during the course of the academic year
- Cooperate with local authorities during annual EHC plan reviews
- Ensure that the SENCO has sufficient time and resources to carry out their functions
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the Academy
- Regularly and carefully review the quality of teaching for students / pupils at risk of underachievement, as a core part of the academy's performance management arrangements
- Ensuring that teachers understand the strategies to identify and support vulnerable students and possess knowledge of the SEN most frequently encountered

5.4 The SENCO must :

- Be a qualified teacher
- Attain or be working towards the National Award in Special Educational Needs Coordination within three years of appointment
- Collaborate with the IEB and principal, as part of the leadership team, to determine the strategic development of SEN policy and provision in the Academy
- Work with the governors and the principal to ensure that the academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Undertake day-to-day responsibility for the operation of SEN policy
- Coordinate the specific provision made to support individual children with SEN, including those who have statements of SEN or EHCPs
- Liaise with the relevant designated teacher where a LAC has SEN
- Advise on a graduated approach to providing SEN support
- Advise on the deployment of the Academy's delegated budget and other resources to meet students' needs effectively
- Liaise with the parents of students with SEN
- Liaise with early years providers, other schools / academies, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Be a key point of contact with external agencies
- Liaise with the potential future providers of education to ensure that the student and their parents are informed about options and a smooth transition is planned
- Draw up a one-page profile of the child or young person with SEN
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEN charities
- Be familiar with the provision in the local offer and be able to work with professionals providing a support role to the family
- Ensure, as far as possible, that students with SEN take part in activities of the Academy together with those who do not have SEN, including on forums
- Ensure that the Academy keeps the records of all students with SEN up-to-date

Inform the child's parents that SEN provision is being made, where the child does not have a statement of SEN or an EHCP

5.5 Class / subject teachers must:

- Plan and review support for their students with SEN, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the student themselves
- Set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment
- Use appropriate assessment to set targets which are deliberately ambitious
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every student achieving

6. Arrangements for SEND provision

6.1 Under the new Code of Practice, there are now 4 distinct categories of SEN, these are :

- Communication and Interaction (CI)
- Cognition and Learning (CL)
- Social, Emotional and Mental Health (SEMH)
- Sensory and Physical Needs (SPN)

6.2 The Academy's SEND Co-ordinator (SENCO) is responsible for the day-to-day operation of the SEND policy. The Assistant Principal: Inclusion and Behaviour has overall responsibility for SEND matters.

6.3 All teachers are teachers of students with SEND and as such are key to the delivery of differentiated provision for students in their subject areas including cross-curricular Provision Maps where appropriate.

6.4 The SENCO co-ordinates the work of Teaching Assistants (TAs). The TAs provide in-class support to individual students or for small groups of students with similar difficulties. All help in the delivery and re-enforcement of any individual learning programmes.

6.5 The nature and extent of intervention and support and the contents of Provision Maps are determined by:

- A statement of SEN
- An EHCP
- Concerns expressed by staff
- Advice from external agencies
- Collaboration with students and parents

6.6 Provision is made for those students with physical disabilities.

- Significant improvements in visual environment;
- Accessible toilets and 2 disabled toilets;
- 2 lifts providing access to upper floors;
- Wheelchairs can access all areas;
- TA trained in English as an additional language (EAL)– works with EMAT to communicate with EAL parents.

Every effort is made to ensure the provision of necessary equipment and furniture for those students who require it.

7. Allocation of resources

7.1 SEND funding is based on key stage prior attainment of year 7, free school meals and the Index of Multiple Deprivation. There is also funding for LAC and for Pupil Premium.

8. Identification, assessment and provision

8.1 The Academy uses the following systems for the early identification and assessment of SEND students:

- Liaison visits to feeder schools during the spring and summer terms by the lead SENCO.
- Extra Induction days for SEND students in the summer term.
- Screening of all year students by use of standardised testing twice in the academic year for KS3 students, and on an as required basis for KS4.
- Screening all the late entry students before starting by use of standardised tests.

8.2 In all cases, test scores and other information are circulated to all staff at the earliest opportunity to inform lesson planning and differentiation.

8.3 Students are categorised by either :

- Statement / Education Health and Care Plan
- SEN support
- No SEN support

8.4 Review of Provision

- Statements of SEN/EHCPs are reviewed annually with staff, parents, student and relevant outside agencies; meetings being convened by the Academy. The annual review in Year 9 and Year 11 is particularly significant preparing for a student's transition to employment, further education, work-based higher education and adult life. The aim of the annual review in year 9 and 11 and in subsequent years is to review the young person's statement / EHCP and draw up a Transition Plan to Further Education.
- Intervention strategies are reviewed with staff, parents, the student and relevant outside agencies at the end of each cycle.

8.5 These reviews inform future planning.

9. Procedures and processes

9.1 Admissions

9.1.1 The Academy will ensure it meets its duties under the Schools Admissions Code by :

- Admitting all children who have whose statement SEN or EHCP names the Academy
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children with special educational needs.

9.2 Involving pupils and parents in decision making.

9.2.1 Effective planning should help parents, children and young people with SEN express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEN label
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon
- Highlight the child or young person's strengths and capacities
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future
- Tailor support to the needs of the individual
- Organise assessments to minimise demands on families
- Bring together relevant professionals to discuss and agree together the overall approach

9.3 Joint commissioning, planning and delivery.

9.3.1 The academy will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by identifying improved system outcomes in consultation with students and their parents, taking into account:

- Early identification / recognition
- How students and their families will be able to access services
- How transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE)
- How provision and support services will enable students to prepare for their future adult life

10. Funding

10.1 The Academy will allocate the appropriate amount of core per-person funding and notional SEN budget outline in the local offer for the SEN provision of its students.

10.2 Personal budgets are allocated from the local authority's high needs funding block and the Academy will continue to make SEN provision from its own budgets, even if a student has a statement of SEN or an EHCP.

11. Local Offer

11.1 The Academy will cooperate generally with the local authority and local partners in the development and review of the local offer. Details of the local offer may be accessed via the academy website.

12. Identification

12.1 To identify students with SEN, the Academy will:

- Assess each student’s current skills and levels of attainment on entry
- Make regular assessments of all students to ensure that the intervention :
 - Ensures that the child’s progress is similar to that of their peers starting from the same baseline
 - Matches or betters the child’s previous rate of progress
 - Closes the attainment gap between the child and their peers
 - Prevents the attainment gap growing wider

12.2 The academy will provide extra support to students falling behind or making inadequate progress given their age and starting point.

12.3 Assess whether a student has a significant learning difficulty where students continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

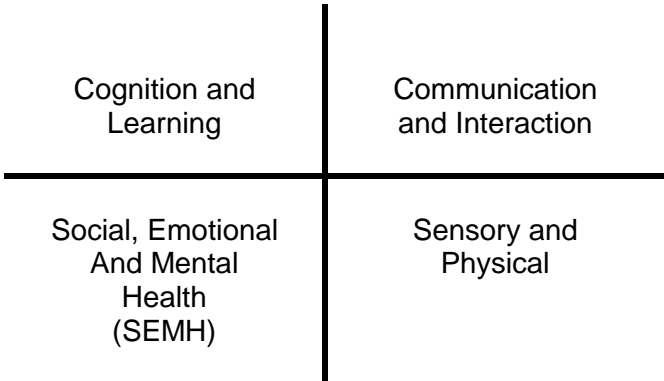
13. Graduated approach

13.1 The academy will, once a potential SEN has been identified, employ a graduated approach to meeting the student’s needs, including:

- Establishing a clear assessment of the student’s needs
- Planning with the student and student’s parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review
- Implementing the interventions, with support of the SENCO
- Reviewing the effectiveness of the interventions and making any necessary revisions

13.2 Waves of provision

13.2.1 There are four categories of provision within each ‘wave’. These are known as ‘Dimensions of Need’. Pupil’s needs are identified under a specific ‘Dimensions of Need’, and support is implemented accordingly.



13.2.3

Wave 1	Quality first inclusive teaching for all pupils	<ul style="list-style-type: none"> ▪ Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment across curriculum areas (in one or all of the four categories)
Wave 2	Short-term targeted interventions	<ul style="list-style-type: none"> ▪ Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness ▪ SEMH are not improved by the positive strategies in the classroom ▪ Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment in the classroom ▪ Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum in the classroom
Wave 3	Long-term support, personalised provision including involvement of any outside agencies	<ul style="list-style-type: none"> ▪ 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 ▪ Has ongoing SEMH difficulties which substantially and regularly interfered with the child's own learning or that of other students ▪ Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service ▪ Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning in the classroom

14. Assessment

14.1 The Academy will, in consultation with the student's parents, request a statutory assessment of SEN where the student's needs cannot be met through the resources normally available within the academy.

14.2 The Academy will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within six weeks of receipt.

14.3 If the decision is taken not to issue an EHCP, the Academy will consider and implement the recommendations of feedback from the local authority, regarding how the student's outcomes can be met through the Academy's existing provision.

15. Reviewing an EHCP / Statement of SEN

15.1 The Academy will :

- Ensure that all those teaching or working with a child named in an EHCP are aware of the student's needs and that arrangements are in place to meet them
- Cooperate to ensure an annual review meeting takes place, including convening a meeting on behalf of the local authority if requested
- Ensure that sufficient arrangements are put in place at the Academy to host the annual review meeting
- Seek advice and information about the student prior to the annual review meeting from all parties invited
- Cooperate with the local authority during annual reviews

- Ensure that a review of a student's EHCP is undertaken at least 7 months before transfer to another phase of education

16. SEN and Disability Tribunal

16.1 The Academy will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

17. Preparing for adulthood

17.1 The Academy will ensure that it meets its duty to secure independent, impartial careers guidance for students aged 11-16 including :

- Preparation for adulthood in the planning meetings with students and parents from year 9
- Helping students and their families prepare for the change in legal status once a young person is over compulsory school age
- Ensuring that careers advice and information provides high aspirations and a wide range of options for students with SEN
- Helping students and parents understand and explore how the support they will receive in the Academy will change as they move into different settings, and what support they are likely to need to achieve their ambitions
- Securing access to independent face-to-face support for students with SEN or disabilities to make successful transitions

18 Data and record keeping

18.1 The Academy will :

- Include details of SEN, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, SEMH and development of all students
- Maintain an accurate and up-to-date register of the provision made for students with SEN
- Record details or additional or different SEN provision on a provision map

19. Confidentiality

19.1 The Academy will not disclose any EHC plan without the consent of the student's parents with the exception of disclosure:

- To the SEN and Disability Tribunal
- On the order of any court for the purpose of any criminal proceedings
- For the purposes of investigations of maladministration under the Local Government Act 1974
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children
- To Ofsted inspection teams as part of their inspections
- To the person with SEN responsibility in connection with the student's application for disabled students allowance in advance of taking up a place in higher education
- To the principal (or equivalent position) of the institution at which the student is intending to start higher education

20. Staffing policy

20.1 The Academy takes every opportunity to offer CPD on SEND to both teaching and support staff.

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENCOs regularly attend the Locality SENCO network meetings in order to keep up to date with local and national updates in SEND.

21. Monitoring and review

21.1 This policy will be reviewed annually or in the following circumstances :

- Changes in legislation and / or government guidance
- As a result of any other significant change or event
- In the event that the policy is determined not to be effective

21.2 If there are urgent concerns these should be raised to the SENCO in the first instance for them to determine whether a review of the policy is required in advance of the review date.