



**SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)
Information Report for Parents
2018-2019**

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Oak Academy is a mainstream secondary Academy for 11–16 year old students covering Key Stage 3 and 4.

The Oak Academy SEND Information Report for parents lets you understand how we support all students with Special Educational Needs and Disabilities and ensure that they have the chance to reach their full potential, to be included fully within all aspects of the Academy community and to make successful key transitions from Key Stage 2 through to Key Stage 3, 4 and 5.

The SEND Information Report for Parents is written in line with the Children's and Families Bill September 2014 and the SEND Code of Practice 2015. The needs of students will be addressed irrespective of ability, physical fitness, social class or psychological condition. Oak Academy will not label students nor use any organisational strategy which would disadvantage any particular group of students.

Oak Academy is committed to working with Academy staff, students, parents and appropriate external agencies in the assessment and review of students. A Provision Map of all SEND students is maintained and reviewed regularly by the Special Educational Needs and Disabilities Coordinator (SENDCo).

Oak SEND Information Report (Local Offer) identifies provision the Academy offers for SEND students and accessibility for disabled students.

Identifying Students with Difficulties

Provision Map

All students within the Academy are on our Provision Map which is regularly updated and accessed by all staff within the Academy. The Provision Map identifies if students have any additional needs, this includes; students with learning difficulties (eg. Dyslexia, Dyscalculia), Children Looked After (CLA), students with English as an Additional Language (EAL), students requiring exam support and students identified as vulnerable. The Provision Map outlines how to support students with these difficulties through Quality First Teaching. We are committed to early identification and monitoring of Special Educational Needs and Disabilities and to meeting the needs of our students in line with the SEND Code of Practice 2015: Assess, Plan, Do and Review.

Students identified as SEND are either:

SEND Support – where students are identified as requiring support/interventions additional to high quality teaching and differentiation. These students will be identified on the SEND section of the Provision Map by a code of K and where appropriate strategies of support will be provided through a Student Information Profile.

Education, Health and Care Plans (EHCP) – the purpose of an EHCP is to put in place special educational provision to meet the Special Educational Needs of the student and secure the best possible outcomes for them across their education, health and social care and to prepare them for their next steps in education. The EHCP replaces the old 'Statement of Special Educational Needs' process.

The four areas of need:

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

Ways to identify difficulties:

- Transition work and meetings with Primary schools
- Consultation with staff, parents and students
- Baseline assessments, Cognitive Ability Tests (CATs), reading and spelling assessments
- Liaison with parents/carers
- Teacher assessments
- Teacher referrals or additional assessments following concerns
- Bournemouth & Poole Early Help assessment

Assess → Plan → Do → Review

Assess

If the previously mentioned ways to identify difficulties suggest that the learner is not making expected progress despite high quality teaching, the class teacher will consult with the SENDCo through:

Stage 1 of the protocol for Student Initial Assessment (SIA) referral form

Stage 2 of SIA involves the SENDCo gathering information from baseline assessments, CATS, SATs as well as previous agency involvement to ascertain the level of need presented by the child.



Plan

If a student is not making enough progress, teachers, SENDCo and parents will work together to solve the problems. This leads to **Stage 3** of SIA where a concern form, the Student Initial Assessment (SIA), is sent out by a member of the Inclusion team to all teachers of the student in question. This is so that the Academy can ascertain if the areas of concern are across other subjects.

Stage 4 SENDCo collates all the feedback from the concern forms and plans the next steps. These may be further interventions or referrals to outside agencies but will mostly lead to the completion of a Student Information Profile. This will be written by the SENDCo/Teacher/Teaching Assistant/Head of Year in consultation with the student, parents, carers and other teachers when appropriate.

The student may then be placed at SEND Support level (K) on the Provision Map. If additional interventions are needed parents are informed.



Do

Stage 5 is the quality of teaching for students with SEND and the progress made by students is a core part of the Academy's teaching and learning standards. Lessons are planned to address potential areas of difficulty and to remove barriers to students' achievement. It is the responsibility of teachers to use the Student Information Profile and ensure they use the strategies and information to inform their planning and teaching. Identified interventions will be put in place by teacher/tutor/Head of Year/Curriculum Area Leader/Vice Principal, Inclusion/SENDCo.

Staff are offered relevant opportunities for training in Special Educational Needs and Disabilities.



Review

Interventions will be reviewed termly by teacher/tutor/Head of Year/Curriculum Area Leader/Vice Principal, Inclusion/SENDCo. Student Information Profile will be reviewed. Evidence of progress will come from termly assessments which feed into SIMS Progress Tracker.

If, despite significant intervention at SEND support level, and if the Academy has evidence that a student is making insufficient progress, we may seek further advice and support from outside professionals. Students



and parents/carers will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

Quality First Teaching – In-Class Support

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of students. The quality of teaching for students and the progress made by students is a core part of the Academy’s teaching and learning standards. You can find the Academy’s differentiation branded poster in every classroom and this is used by teachers to underpin their practice at the end of this document.

High quality teaching – this means differentiating work for individual students. It is the first step in responding to students who have or may have SEND. Teachers are responsible and accountable for the progress and development of the students in their class, including students who access support from Teaching Assistants or additional interventions.

When planning teachers will set high expectations and provide opportunities for all students to achieve.

Teachers will take account of student additional requirements and make provision, where necessary, to support individuals.

Where needed additional support may be provided in class by TAs (Teaching Assistants).

Teachers will use strategies identified on the Student Information Profiles to help with differentiation and teaching.

Training – all teachers in the Academy are highly trained teachers who have access to a range of support and training opportunities across the year. The Academy has a training plan for all staff to improve the teaching and learning of children. This includes whole Academy training on SEND issues such as SEMH, Literacy difficulties and Speech and Language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, eg. Autism and Attachment, etc.



AMBITIONS
Academies Trust



Oak Academy



Differentiation is at the **heart** of outstanding classroom practice

KEY WORDS

Display key words
Create key word banks / cards / table mats

CHUNKING

Chunk down tasks and activities
Reduce large bodies of text to make it less overwhelming

SCAFFOLD

Support students by scaffolding their sentences
Provide sentence starters / structures
Give out mini white boards/ scrap paper

QUESTIONING

Vary your questioning using Blooms Taxonomy
Check understanding periodically using questioning.

TEXT SIZE, FONT AND COLOUR

Double check that your resources are legible for all students.
Use a clear font and a suitable size.

COMMUNICATION

Speak to and give specific direction to the IA who is in the classroom
Read the individual student's SIP
Build relationships with students, find out what helps them
Provide students with a choice of their output



Oak Academy



Additional Support and Interventions

Some students may require additional support depending on their needs.

Interventions may include:

- Reading intervention – Reading Plus
- Emotional Literacy Support Assistants
- Speech and Language support
- EAL support
- School Nurse
- Inclusion Referral Process
- Pastoral Inclusion support
- Red, Time-Out card
- Fabulous 5-point scale
- Screening for Dyslexia
- Exam Access arrangements
- Personalised curriculum
- Career advice
- Mentoring by a specific member of staff
- Family Liaison Officer intervention
- SENDCo intervention
- After-school Homework Club
- After-school Handwriting Club
- After-school Literacy and Numeracy Club
- Breakfast Club

Student Information Profiles (SIPs) are written and shared with staff through SIMS and students files. They identify:

- Areas of need
- Strengths
- Most importantly strategies of support to be used to support students

Teachers use these SIPs to plan, differentiate for and assess students with SEND.

Teaching Assistants

Teaching Assistants (TAs) support students with SEND. The TAs work collaboratively with teachers to support students on an individual, group or whole class basis.

Allocation of TAs in class is based on student need and entitlement. Priority is given to support students with an EHCP/Statement and for core subjects.

TAs work under the direction of a teacher in lessons. The teacher has ultimate responsibility for the student's learning.

During assessment of a student a referral may be made to an external agency requesting additional and/or further assessment. Referrals can be made to:

- Educational Psychology Service
- Specialist Speech and Language Therapy
- Community Paediatrician
- Bournemouth SEND Service or Poole SENISS (SEN Inclusion Support Service)
- Children and Young People Social Care (CYPSC)
- Child and Adolescent Mental Health (CAMHS)
- Safer Schools Community Team
- Youth Support Worker (Targeted Services Team)

Other services we work in collaboration with:

- Hearing and Visual Impairment Service
- Physiotherapy and Occupational Therapy



Support for Students and Parents/Carers

<p>Oak Academy works in partnership with students and their parents/carers to help and support their learning both in and out of the Academy.</p>	<p>Students and their parents/carers are consulted at all stages of the SEND monitoring cycle ensuring that the student is at the centre of the process, discussing with the SENDCo and/or class teacher what support is needed.</p>
<p>Support is offered to parents/carers by signposting them to services/organisations which may offer support/advice and where appropriate to the Local Offer.</p>	<p>Teachers report on student progress on a six-weekly basis providing information on current attainment levels.</p>
<p>The Academy is fully accessible to all individuals.</p> <p>Please refer to the Disability Access Policy for further information.</p>	<p>The Academy currently has 35% SEND (figures as at September 2018.)</p>
<p>What happens if I am worried or have concerns about by child’s provision? Talking through your concerns with the Designated SENDCo will help identify what the outstanding concerns or worries are and how we can best help. If you still cannot agree, you are encouraged to speak to the Academy Principal (Mr Richard Burgas) or Vice Principal, Inclusion (Mrs Emma Biles).</p>	