Special Educational Needs and Disabilities (SEND) Information Report for Parents

SCOPE:	Academy Policy
AUTHOR/ORIGINATOR:	AVP - SEND
NAME OF RESPONSIBLE DIRECTOR/PRINCIPAL:	Mr J Webb, Sector Director & Mrs H Richley, Academy Principal
APPROVING COMMITTEE:	Sector Director
STATUTORY BASIS:	Statutory Policy
REQUIREMENT TO PUBLISH ON WEBSITE:	Yes
DATE RATIFIED:	January 2023
DATE DISTRIBUTED TO STAFF:	April 2023

Outstanding Achievement for All

Contents

1. Statement of intent

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

1.2   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.

1.3   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.

1.4   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 SEND Register of all SEND students is maintained and reviewed regularly by the Special Educational Needs and Disabilities Coordinator (SENDCo).

2. Identifying Students

2.1   Students are identified as SEND, using the BCP Graduated Response document.
Graduated response toolkit (bcpcouncil.gov.uk)

2.2   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 ECHP 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.

2.3   The 4 Areas of Need:
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical Needs

2.4   Ways to identify difficulties
- Transition work and meetings with Primary Schools
- Consultation with staff, parents and students
- Baselines assessments, Cognitive Abilities Tests (CATs), Reading and Spelling assessments
- Liaison with Parents/Carers

- Teacher assessments

3. SEND Register

3.1   A SEND register is held and updated, giving an overview of SEND students by cohort and area of need, as identified in the Code of Practice 2015. Oak Academy follow the guidelines, as set out in the BCP Councils Graduated Response Document, when reviewing student SEND status'.

4. Provision Map

4.1   In addition to the SEND Register, all student interventions within the Academy are on Provision Map which is regularly updated. The Provision Map tracks interventions in place, this includes:
- Student Information Profiles
- SEND Provision
- SEND Intervention
- Exam Access Arrangements
- Outside Agency involvement/referrals

4.2   The Provision Map is used to track interventions by the wider Inclusion team, as well as the SEND department.

5. Assess – Plan – Do – Review

5.1   **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 and discuss any concerns they may have. Parents may also wish to consult the SENDCO to discuss or share any concerns. The SENDCo will then gather information from baseline assessments, CATs, SATs, parents teachers and the student themselves as well as previous agency involvement and BCP SEND criteria to ascertain the level of need presented by the child.

5.2   **Plan** - Oak Academy Staff, the student and parents will work together to agree interventions and support to be put into place.

5.3   **Do** - Oak Academy implement plans based on discussions. Class teachers remain responsible for working with the student and assessing impact of plans. In some cases, students make take part in short term and specific interventions to support progress and learning.

5.4   **Review** - Interventions will be reviewed regularly 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.

6. Quality First Teaching – In Class Support

6.1   Quality First Teaching and the use of reasonable adjustments within the classroom to support progress and attainment.

6.2   Wave 1 provision is the responsibility of all teaching staff at OA. Reasonable adjustments may include:
- Personalised learning targets.
- Use of scaffolding/modelling.
- Quality feedback on a regular basis.
- Seating arrangements and peer support.
- Visual aids/cues.
- Tasks to be simplified and instructions, information and learning to be broken down into small steps.
- Vocabulary and new concepts may need to be pre-taught.

6.3   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 e.g. Autism and Attachment, etc.

7. Additional Support and Interventions

7.1   Some students may require additional support depending on their needs. Interventions may include:
- Reading Intervention—Lexia
- Targeted Phonics Intervention
- Emotional Literacy Support Assistants
- SNAP SpLD and B Assessments
- Speech and Language support
- EAL support
- School Nursing service
- Inclusion Referral Process
- Pastoral Inclusion support
- Safe Space Card
- Screening for Dyslexia
- Exam Access Arrangements
- Personalised Curriculum
- Career advise
- Mentoring by a specific member of staff
- Family Liaison Officer intervention
- SENDCO intervention
- Wrap Around Support sessions
- Literacy and Numeracy Intervention
- Alternative Provision
- Timetable modification

8. Student Information Booklet and Student Information Profiles

8.1 Student Information Profiles (SIPs) are written and shared with staff. SIPs are regularly updated with new information and shared with staff. SIPs are also accessible through Provision Map to all staff.

8.2 Student Information Profiles identify:
- Areas of need
- Strengths
- Barriers to learning
- Most importantly strategies of support to be used to support students

8.3 Teachers use these SIPs to adapt teaching for and assess students with SEND.

9. Teaching assistants

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

9.2 Allocation of TA's in class is based on student need and entitlement. Priority is given to support students with an EHCP and for core subjects.

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

10. Referrals

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

10.2 Referrals can be made to:
- Educational Psychology Service
- Specialist Speech and Language Therapy
- Community Pediatrician
- Children and Young People Social Care (CYPSC)
- Child and Adolescent Mental Health (CAMHS)
- Safer Schools Community Team
- Youth Support Worker (Targeted Services Team)

10.3 Other Services we work in collaboration with:
- Hearing and Visual Impairment Service
- Physiotherapy and Occupational Therapy

11. Support for Students and Parents/Carers

11.1 Oak Academy works in partnership with students and their parents / carers to help and support their learning both in and out of the Academy.

11.2 Students and their parents / carers are consulted at all stages of the SEND monitoring cycle ensuring that the students is at the centre of the process, discussing with the SENDCO and / or class teacher what support is needed.

11.3 Support is offered to parents / carers by sign posting them to services / organisations which may offer support / advice and where appropriate to the Local Offer.

11.4   Teachers report on student progress providing information on current attainment levels.

11.5   The Academy is fully accessible to all individuals. Please refer to the Disability Access Policy for further information.

11.6   Oak Academy currently has 18.8% SEND and 3.3% EHCP (figures as at Jan 2023)

11.7   What happens if I am worried or have concerns about my child's provision? Talking through your concerns with the 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 (Hayley Richley) or Vice Principal (Emma Biles).

Appendix – Inclusion Contact Details

Sarah Buxton – SENDCo
Email: sarah.buxton@oak-academy.co.uk
Telephone: 01202 022096

Emma Biles—Vice Principal—Inclusion
Email: emma.biles@oak-academy.co.uk
Telephone: 01202 774600

Holly Lovell - SEND Manager
Email: holly.lovell@oak-academy.co.uk
Telephone: 01202 022096