Special Educational Needs and Disability Policy

Inc. English as an Additional Language and Looked After Children 2023-24

SCOPE:	Academy Policy
AUTHOR/ORIGINATOR:	AVP – SEND & Alternative Curriculum
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Outstanding Achievement for All

Contents

1. Statement of intent

To give all young people with special educational needs and disabilities 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 KS2 and through all key stages in the Academy into adulthood.

The Special Educational Needs and Disability (SEND) policy 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 Oak Academy staff, students, parents an appropriate external agencies in the assessment and review of students. A register of all SEND students is maintained and reviewed regularly by the Special Educational Needs and Disabilities Coordinator (SENDCo).

Academy SEND information report (Local Offer) identifies provision the Academy's offers for SEND students and accessibility for disabled students.

2. Special Educational Needs (SEND)

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A student within Oak Academy is considered to have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same academic year.

A special educational provision is educational, or training provision, that is additional to, or different from, that made generally for other students of the same academic year.

3. Disabled students

A student who has SEN may have a disability under the Equality Act 2010 – this is categorised as '…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'. The reference to 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Students with such conditions do not necessarily have SEN, but there is a significant overlap between disabled students and students with SEN. Where a disabled student requires special educational provision they will also be covered by the SEN definition.

4. Objectives

The specific objectives of our SEND Policy are as follows:

- To identify students with special educational needs and disabilities, assess these needs and ensure their needs are met
- To ensure that students with special educational needs and disabilities join in with all the activities of the Academy
- To ensure that all learners make the best possible progress
- To ensure that parents are informed of their child's special needs and that there is effective communication between parents and Academy
- To ensure that learners express their views and are fully involved in decisions that affect their education
- To promote effective partnership and involve outside agencies when appropriate ensuring that all partners are aware of their responsibilities.

5. Who does this policy apply to?

This policy applies to all Academy staff, parents, and those students with special educational needs attending Oak Academy.

6. Who is responsible for carrying out this policy?

All staff are responsible for the implementation of the SEND policy.

The SEND Co-ordinator who takes a special interest in SEND. The implementation of this policy will be monitored by Oak Academy Senior Leadership Team and remain under constant review by the SENDCo.

7. Special Education Provision in the Academy

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from TA's or additional interventions.

High quality teaching – differentiating for individual students is the first step in responding to students who have or may have SEND.

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 strategies of support will be provided through a Student Information Profile.

Monitoring – Students who have an identified SEND but that do not require support/interventions additional to high quality teaching and differentiation will also be on the Provision Map and monitored but will not have a SEND code. They will have strategies of support provided for their teachers where appropriate, and if needed, they will also have a Student Information Profile (SIP).

We are committed to early identification of special educational needs and adopt a graduated four-part cycle to meeting need in line with the SEND Code of Practice 2015: Assess, Plan, Do and Review.

7.1   Assess

Information about previous Special Educational Needs and Disabilities will usually accompany students upon entry to the Academy and this will be used by the SENDCo to make sure appropriate provision is continued. For students already at the Academy, a range of evidence is collected through the regular assessment and monitoring arrangements. If this suggests that the learner is not making expected progress, despite high quality teaching, the class teacher will consult with the SENDCo in order to decide on whether additional and/or different provision or assessments are necessary. There is no need for students to be identified or registered as having SEND unless, Oak Academy is providing support that is additional to or different from the support provided to all other students.

If the student continues not to make expected progress, the SENDCo will seek advice from Teacher, Student and Parent, External Agencies, and assess against BCP SEND Criteria.

New students joining Oak Academy are tracked by pastoral support and records passed to the SENDCo after checking by the Head of Year. All 'vulnerable' students are identified closely monitored through meetings with the SENDCo, SEND Manager, Inclusion Manager, Family Liaison Officer, Heads of Year and Vice Principal.

7.2   Plan

If a student is not making enough progress, teachers, SENDCo, Student and Parent will agree interventions and support will be put in place. This may involve producing a SEND Support Plan.

The SENDCo will liaise with teachers and TA's to ensure support identified in the Support Plan is in place.

Desired outcomes will be discussed and provision that is additional to, or different from the support provided to all other students, will be recorded on a Student Information Profile. This will be written by a member of the SEND Team in consultation with the student, parents, carers and other teachers when appropriate. The student may then be placed at SEND Support, if additional interventions are needed and parents informed of this.

7.3   Do

Strategies are put in place to address potential areas of difficulty and remove barriers to student learning. Identified interventions will be put in place by teacher and SENDCo. It is the responsibility of subject teachers for working with the student and assessing impact of plans. 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.

Staff are offered relevant CPD opportunities through the Academy Training Programme, or at external events as appropriate, to develop skills and understanding when making provision in all teaching areas.

7.4   Review

The SEND Team carry out an impact assessment of all support and intervention in place. SENDCo seeks views from Teacher, Student/Parent, External Agencies. Plans are revised in light of outcomes.

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.

8. External Agencies

The SEND Information Report (Local Offer) sets out clearly what support is available from different services and how it may be accessed.

When referral is agreed, desired outcomes to be achieved through the support will be reviewed by SENDCo, teacher, parent and specialist.

9. Identifying areas of need

Oak Academy uses the four areas of need, outlined in the Code of Practice 2015, to identify a student's needs and to work out what action needs to be taken. Support provided will always be based on a full understanding of the strengths and needs of the individual and interventions targeted at their areas of difficulty.

9.1   Communication and review

Students with speech, language and communication needs. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Students with disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder.

Students on the Autistic Spectrum are likely to have particular difficulties with social interaction, language, communication and imagination.

9.2   Cognition and learning

Cognition and learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) – students who need support in all areas of the curriculum and associated difficulties with mobility and communication. Profound and multiple learning difficulties (PMLD) – students who have severe and complex learning difficulties, physical disability or sensory impairment.

Specific learning difficulties (SpLD) – affect specific aspects of learning e.g. dyslexia, dyscalculia and dyspraxia.

9.3   Social, emotional and mental health difficulties

Students experience a wide range of social and emotional difficulties, manifesting in many ways – withdrawn, isolated, challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties – anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms.

9.4   Physical and sensory

Students who require specialist support and/or equipment to access their learning – Vision Impairment (VI), Hearing Impairment (HI), multi-sensory impairment (MSI).

Students with a physical disability (PD) require additional on-going support and equipment to access all opportunities available to their peers.

10. Implementing Education, Health and Care Plans (EHCP)

When a student has been identified as SEND and the graduated assess, plan, do and review process identifies that a student continues to not make expected progress the Academy in consultation with staff, external agencies and parents, will consider a request for an EHCP.

11. Education, Health and Care Plans

The purpose of an EHCP is to meet the special educational needs of the student to secure the best possible outcomes for them across their education, health and social care and prepare them for their next steps in education. The local authority considers the provision of all EHCP's, and when doing this they take into accounts a wide range of evidence. This includes:
- Evidence of the student academic attainment and rate of progress
- Information about the nature, extent and context of the students SEND
- Evidence of action already being taken by the Academy to meet the students SEND
- Evidence that where progress has been made, it has only been as the results of much additional intervention and support over and above that which is usually provided
- Evidence of the students physical, emotional and social development and health needs, drawing on relevant evidence from outside agencies and what has been done to meet these by other agencies.

12. Rationale for deployment of Teaching Assistants (Tas)

The allocation of the TAs is overseen by the Academy SENDCo. The TAs work collaboratively with teachers to support students on an individual, group or whole class basis. A TA works under the direction of a teacher, who has ultimate responsibility for the student's learning.

Oak Academy has some specialist TAs who are part of Oak Academy's TA team. These specialist TAs support the provision of SEND based interventions. These include; Literacy

Support, Numeracy support, Emotional and Literacy Support Assistant (ELSA). These interventions are allocated, monitored and reviewed by the SENDCo.

13. Rationale for students with English as an Additional Language (EAL)

The term EAL is used when referring to students where their mother language at home is not English. Students learning English as an additional language (EAL) share many common characteristics with students whose first language is English. However, their learning experience differs because they are learning in and through another language, and because they may come from cultural backgrounds and communities that have different understandings and expectations of education, language, and learning.

13.1   Strategies within the Academy and classroom

Support will be provided in various forms, including induction classes for complete beginners in English in the SSC.

Using available data and assessments completed by the Inclusion Team, teachers will be knowledgeable about students' abilities and needs in English and other subjects. They will use this knowledge to inform their curriculum planning, classroom teaching and student grouping. This will support them in identifying the student's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another.

There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a student's mother tongue. Appreciating and acknowledging a student's ability in her/his own culture is crucial for her/his self-esteem.

Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.

Recognise that students with English as an additional language will need more time to process and answer both orally and in written format.

Provide differentiated work for EAL students. This may mean providing and targeting appropriate reading materials that highlight different ways in which English may be used.

The language development of all students is the responsibility of all teachers and teaching support staff.

Allow students to use their mother tongue to explore concepts.

Give newly arrived students time to absorb English (there is a recognised 'silent period' when student understand more English than they use – this will pass if their self-confidence is maintained).

Group students to ensure that EAL students hear good models of English.

Use collaborative learning techniques.

Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.

Explain how speaking and writing in English are structured for different purposes across a range of subjects.

Ensure that there are effective opportunities for talking, and that talking is used to support writing.

13.2 Assessment

When a new EAL student arrives, they will be assessed and information regarding levels passed to teaching staff.

All EAL students are entitled to assessments as required.

Oak Academy will carry out on-going recording of attainment and progress in line with agreed Academy procedures. If progress is below the expected level, as with all students, interventions will be put in place to support the EAL student to accelerate their progress.

13.3 Access and support

All students will follow the full Academy curriculum. The Academy will provide texts and resources that suit the students' ages and levels of learning.

Where appropriate, EAL students will be supported by a Teaching Assistant in the classroom to enable the student to complete tasks with understanding.

Where necessary, for students who are functioning at one or more levels behind that which could be expected for their age and time in Academy, withdrawal support will take place for a set period of time to address specific language or learning focus.

13.4 Responsibilities and monitoring

It is the responsibility of the SENDCo to monitor and review the provision and progress of EAL students.

The SENDCo will ensure all EAL students are placed on the Provision Map. This will include information regarding their levels and their language(s) spoken at home.

Relevant information on students with EAL reaches all staff.

Targets for EAL students learning are set and are monitored. Where necessary, for students who are functioning at one or more levels behind that which could be expected for their age and time in Academy, withdrawal support will take place for a set period. This will be monitored and reviewed by the SENDCo.

14. Rationale for Looked After Children (LAC)

To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all students. To support our Looked After Children and give them access to every opportunity to achieve to their potential and enjoy learning.

The key principles that Oak Academy puts in place to support the educational achievement of Children Looked After are prioritising education, attendance, and effective targeted interventions.

14.1 Responsibility of Oak Academy for Looked After Children

To identify a Designated Teacher to ensure that procedures are in place to monitor the admission, progress, attendance, and any exclusions of LAC and take action where progress, conduct or attendance is below expectations.

To support the Designated Teacher in carrying out their role by making time available and ensuring they attend appropriate training on LAC.

The name of the Designated Teacher for LAC is Sarah Buxton.

14.2 The role of the Designated Teacher

To ensure all staff, both teaching and non-teaching, have an understanding of the difficulties and educational disadvantage faced by LAC, and understand the need for positive systems of support to overcome them.

To inform members of staff of the general educational needs of Looked After Children and to promote the involvement of these students in Oak Academy homework clubs, extracurricular activities, home reading schemes, Academy councils etc.

To act as an advocate for Looked After Children.

To develop and monitor systems for liaising with carers and the Virtual School.

To hold a supervisory brief for all Looked After Children, for example, to ensure all relevant education and care information is available to staff and carer(s), and that this information is kept up to date.

To monitor the educational progress of Looked After Children.

To intervene and put interventions in place if there is evidence of individual underachievement, absence from Oak Academy or internal truancy and to ensure the involvement of a Careers Service with Looked After Children in years 9, 10, 11.

Work with the individual LAC student;

To enable the student to contribute to the educational aspects of their care plan, so that they can make progress in all core subjects.

To help ensure that each student has a Personal Education Plan (the PEP should be initiated by the student's social services case worker).

To ensure there is a positive home-Academy relationship with the primary carer.

14.3   Liaison

To liaise with the member of staff responsible for monitoring children on the Child Protection Register.

To help co-ordinate education and LAC review meetings, so that the Personal Education Plan can inform the student's Care Plan.

To attend, arrange for someone else to attend, or to contribute in other ways to Looked After Children care planning meetings.

To be the named contact for colleagues in the Virtual School; and to ensure the speedy transfer of information between agencies and individuals.

14.4   Training

To develop knowledge of vulnerable students and the Inclusion procedures by attending training events organised by the Local Authority; and to cascade training to Oak Academy staff, as appropriate.

14.5   Responsibility for Looked After Children in Oak Academy

It is important that all teaching staff who are in contact with the student are aware that he/she is being looked after by the Local Authority. The responsibility for the transfer of this information should be that of the Principal and/or the Designated Teacher for LAC.

It is appropriate for Teaching Assistants to have knowledge that the student is being looked after, only when directly involved in the teaching of the young person.

In the absence of the usual class teacher, some information regarding the student's circumstances should be shared with the teacher covering the class. The extent of this sharing should be determined by the Principal or the Designated Teacher for LAC.

14.6   Academy Admissions

On admission, records (including the PEP) will be requested from the student's previous Educational provider and a meeting will be held with carer/parent/social worker. A date will be agreed upon for a new Personal Education Plan. An appropriate induction will take place.

14.7   Involving the Young Person

It is important a student is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. The explanation should emphasise that Oak Academy, the Social Worker, and their carer(s) are working together to promote their education.

14.8   Communication with Other Agencies

Oak Academy should ensure that a copy of all reports (e.g. end of year reports) should be forwarded to the student's Social Worker in addition to the Foster Carer or Residential Social Worker.

Oak Academy, the Virtual School and the Vulnerable Children's' Service should endeavour to co-ordinate their review meetings, e.g. to have an Annual Review of a Statement combined with a Statutory Care Review.

The Virtual School and Oak Academy will need to exchange information between formal reviews if there are significant changes in the student's circumstances, e.g. if Oak Academy is considering an exclusion, there is a change of care placement or there are significant attendance issues.

14.9   Assessment, monitor and review procedures

Each Looked After student will have a Care Plan that will include a Personal Education Plan (PEP) that the Social Services take a lead in developing. This will identify specific areas of concern and include achievable targets. Areas for consideration will include:

- Attendance
- Achievement Record (academic or otherwise)
- Behaviour
- Homework
- Involvement in Extra Curricular Activities
- Special needs (if any)
- Development needs (short and long term development of skills, knowledge or subject areas and experiences)
- Long term plans and aspirations (targets including progress, career plans and aspirations)

The PEP will be updated 3 times a year, as part of the Statutory Reviewing process carried out by the Virtual School.

15.Storage of information

Information on students will be stored for the length of time proposed by Freedom of Information Act 2000. The length of storage time will be the number of years from their Date of Birth plus 25 years, in accordance with GDPR.

16. Policy review

This policy will be reviewed yearly by the Senior Leadership team and submitted to the Trust Board for review. This will allow the Trustees to assess its implementation and effectiveness.

This policy will be actively promoted and implemented throughout the Academy.

Reference should also be made to the below further reading that has been used to produce this policy.

17. Further reading

- Children Act 1989
- Children and Families Act 2014
- Developing Quality Tuition: Effective practice in schools – English as an Additional Language DfE 2011
- The Disability Discrimination Act 1995
- Equality Act 2010
- Freedom of information Act 2000
- Human Rights Act 1998 (October 2000)
- Local Authority Social Services Act 1970 (Section 7)
- Promoting the education of looked after children DfE 2014
- Race Relations Act 1977
- SEND Code of Practice 2014
- SEND Code of Practice 2015