Oldbury Academy

Special Educational Needs and Disability Policy

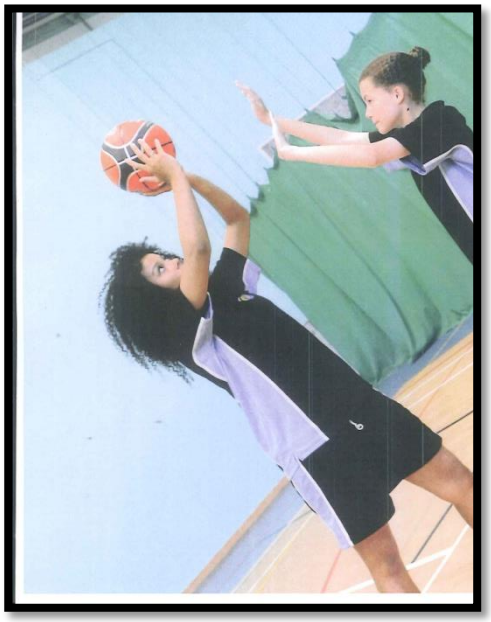
Reviewed July 2017

Introductory Statement

This Special Educational Needs and Disability (SEND) policy details how Oldbury Academy will do its best to ensure that the necessary provision is made for any student who has special educational needs and those needs are made known to all who are likely to teach and work with them.

All Oldbury Academy leaders will work hard to ensure that teachers and support staff in the school are able to identify and provide for those students who have special educational needs. This should allow students who have SEN to join in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the students with whom they are educated.

The staff and governors of Oldbury Academy will ensure that all SEND students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments.



This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND students. All teachers are teachers of SEND. Teaching and supporting such students is therefore a whole school responsibility requiring a whole school response.

Meeting the needs of SEND students requires partnership working between all those involved: Local Authority (LA), school, parents /carers, students, children's services and all other agencies.

Oldbury Academy is committed to welcoming all students. Adjustments will be made where necessary and where possible to enable all students for whom our School is the best and appropriate placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

Fundamental principles

Oldbury Academy aims to ensure that:

• SEND students will have their needs met.
• The views of the students are sought and taken into account.
• Partnership with parents / carers plays a key role in supporting their child's education and enabling them to achieve their potential and our school will endeavour to support parents /carers through the process of transition and adjustment.
• SEND students are offered full access to a broad, balanced and relevant education.
• SEND students have full access to all school activities.
• We work in partnership with external agencies to meet the needs of the student.
• There is a smooth transition at each transition stage for the student.
• Teachers are aware of the importance of early identification and of providing for SEND students whom they teach.
• For any child with an EHC plan or Statement, our school will work with parents and the child to help them fully understand the EHCP/Statement and draw up a profile that describes the child's needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.

Oldbury Academy will:

• Ensure that the necessary provision for any student who has SEND is delivered.
• Ensure that parents /carers have good understanding of SEND changes that took place from September 2014 and also knowledge about the SEND provision that the school makes
• Ensure that teachers and LSAs in the school are aware of the importance of identifying and providing for, those students who have SEND.
• Ensure that a student with SEND joins in the activities of the school together with students who do not have SEND, if he/she wishes to.
• Ensure that all staff are aware of the students' needs and know how to best support them.
• Ensure that that no child will lose their statement and not have it replaced with an EHC plan simply because the system is changing.

Definition of SEND*

- 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

(*Special educational needs and disability code of practice: 0 to 25 years. January 2015; https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SENDD_Code_of_Practice_January_2015.pdf; Reference DFE-00205-2013)

Identification

Before starting at our school

As soon as we know that students with SEND will definitely be attending our school we start finding out more about them so we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons.

Oldbury Academy works closely with previous schools or educational settings and our SENCo attends year 6 Annual Review meetings when possible. We are also running an Extended Transition programme and in often offer places at our year 6 into 7 Summer school. These programmes allow the school to get to know the students and help the individual students make a positive transition from primary school.

Oldbury Academy strongly encourages students with an EHCP/Statements, parent/carers and primary SENCo/Key Workers to visit the school and secondary SENCo prior naming the school. Oldbury Academy's also strongly encourages that primary SENCos invite the secondary SENCo to any year 6 review or transfer meetings.

Oldbury Academy's Staff to contact:
- Year 6/7 Transition Coordinator (Pastoral Coordinator)
- Non-Teaching and Teaching Year Leaders for Year 7
- SENCo
- Learning Support Manager
- School Welfare Officer
- Deputy Head Teacher; Pastoral

Whilst at our school

SEND students may be identified through standardised assessments (i.e. year 6 SATs and Hodder Reading Age Tests), teachers' observations, assessments, target setting, parental / carers concerns, external agency concerns, or from the students own observations. All areas of concern are brought up at the school Student Support Meeting, which is attended by various pastoral leaders as well as the SENCo, Pastoral Coordinator and Deputy Head Teacher responsible for Pastoral care.

All students' progress and achievement is assessed by teachers in every class. Academic achievement and progress information is collected for each student, termly, in order to ensure that all students are making good progress towards their targets.

SEND, Literacy & Numeracy practitioners may do additional assessments with students to help guide and support provision or interventions. Students and parents/carers will be notified and informed of any assessments that are taking place.

Provision

Graduated response

Oldbury Academy will adopt a graduated response to meeting special educational needs. The Student Support Meeting is the formal start of any monitoring or provision. When a student is identified as having special educational needs, the school will intervene as described below through a new system called SEND support, which has replaced School/Early Years Action and School/Early Years Action Plus. At Oldbury Academy, we have broken this category into two clear areas: one for students who receive support from employees of the school only and one for those students who receive additional support from external agencies.

The A-P-D-R cycle should be consistently employed throughout the graduated response

When Oldbury Academy feels that extended provision is needed then we would advise parents/carers to ask for an Education, Health and Care (EHC) needs assessment which has replaced statutory assessment. Oldbury Academy will follow the latest Code of Practice published by the government.

SEND Support

When students are identified as needing provision that is additional to or different from that provided as part of normal class activities they will be supported through SEND support. The triggers for intervention will be concern, backed by evidence, about a young person who despite receiving differentiated learning opportunities and Quality First Teaching makes:

- Little or no progress even when teaching approaches are targeted particularly in a young person's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed by the school;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases the decision may be taken by the SENCo in consultation with the parents/ carers and young person, to involve external support services provided by the LA and/or other agencies. These agencies will provide advice on the use of new or specialist strategies/materials. They may administer more specialist assessments that can inform the planning and measurement of the young person's progress. In some cases they will provide support for particular activities. In some cases, the LA or outside agency may be engaged to undertake specific work with a young person as their particular needs cannot be met solely by the school.

EHC Plan/Statement Support

If students have either a Statement of Special Educational Needs or, under the new legislation, an Educational, Health and Care Plan (EHC Plan), we as a school will ensure that we meet the needs and provision as outlined in the paperwork. Parents/carers are kept informed as to the provision provided by the SEND department and staff are always notified of needs and strategies to use with the student.

In-school provision

Oldbury Academy's offers a range of in-school provision to address the needs of individual students. Such provision can range from academic, social, emotional and even behavioural support. The type, level and amount of provision is discussed at the Student Support meetings and is monitored by either the Pastoral, SEN or Learning Support team. Students, parents/carers and all professionals involved with the student are informed of any provisions that are thought to be appropriate.

Some of the in-school provision that we provide include:

- Specialist Options and small group classes
- In-class LSA support
- Learning Mentor support
- Speech and Language- Friendship and Social Skills development (small groups)
- Literacy Interventions (Fresh Start and Lexia)
- Handwriting Development Intervention
- Touch-typing classes
- Numeracy Interventions

Liaison and Involvement with Outside Agencies

The SEND Department supports a multi-disciplinary approach to maximise the educational provision for SEND students. Many agencies and support services are able to help identify, assess and provide support for SEND students. Such agencies and support services include a wide variety of specialist teachers and other professionals. The school has a named school nurse, a careers advisor and six dedicated Education Welfare Officers. In addition, the Learning Support Centre provides a wide variety of care for students who struggle to manage their own behaviour in addition to SEN students with social, emotional and mental health difficulties. The SEN Department liaises with each of these other pastoral groups.

The SEND Department works with the following services:
- Child and Adolescent Mental and Health Services (CAMHS)
- Speech/Occupational/Physiotherapists Therapists
- Social Services; Child Protection Plan, Child In Need
- Inclusion Support Specialist Teachers (Autism and Specific Learning Difficulties)
- Educational Psychologist Service (EP)
- Princes' Trust
- Speech and Language Therapy Services
- Special Educational Needs Advisory Teacher for Learning (SENATL)
- Behaviour Support Teacher
- Sensory Advice Team (Teacher of the Blind & Visually Impaired, Teacher of the Deaf & Hearing Impaired)
- Alternative Provision (e.g. Whiteheath Medical School, Impact Independent School)
- Paediatrics and specialist units
- Youth Offending Team (YOT)
- KRISP Club Mentors

The School may procure the aid of the above specialist services at any time that it is deemed appropriate, e.g. advice on the identification, assessment and effective provision of resources.

Co-operation between the School, LA, health services and social services is vital if we are to secure the most effective assessment, intervention, deployment of resources and progress for students with SEND.

Child Protection and Safe Guarding

The SEND department has a duty of care to ensure that all of the students we work with are safe. If there is a concern, the SEND department will contact our school based Child Protection Officers immediately. Contact is made with the Social Services Department and Education Welfare Service when needed. Such contact and liaison is then maintained by the Child Protection Officers. Contact is also made where necessary through the Pastoral Support Team but monitored and overseen by

the Child Protection Officers. Both the education welfare service and social services departments co-operate with other agencies in order to produce workable action plans. Both services should also be able to encourage parental involvement in the resolution of any problems or difficulties.

Links with the Local Community

The School has supported local community organisations, charities and projects. Our SEND Students are involved in a range of community activities through the Princes Trust Scheme e.g. they visit local primary school to read with younger students and they have participated in a local gardening Project, they went to … and took part in Healthy Eating – Cooking Project. They have been working on the Media Project for a Music Band and staff members from a Local Youth Club are working within the school helping out some of our EAL students. A number of students also attend youth clubs and volunteer in the community in a range of different areas.

Assessment and Review

Education, Health and Care (EHC) needs assessment

From September 2014, if a young person continues to demonstrate significant cause for concern in their development, despite interventions through SEND support, a request may be made for an Education, Health and Care (EHC) needs assessment and a local authority has 6 weeks to decide whether or not to carry out an EHC assessment.

Link for the 20 week process if an EHC Needs Assessment is agreed:
http://www.sandwell.gov.uk/info/200295/schools_and_learning/3695/education_health_and_care_plans_including_personal_budgets

If the child has a statement of special educational needs, this will carry on until the local authority has done a 'transfer review'. This is when they look at transferring child's statement to an Education, Health and Care (EHC) plan.

Reviews

By 1 April 2018, local authorities must have transferred all of the students with statements of SEND to the new SEN and Disability system following a 'EHC transfer review' – that is an EHC needs assessment in accordance with the Special Educational Needs and Disability Regulations 2014.

However, all of the students who currently have a statement will not be immediately switched to the new system and both systems will run in tandem until 2018.

EHC Transfer reviews will gradually replace Statement reviews in the academic year that the young person transfers to the new SEND system.

EHC transfer reviews

As mentioned before an EHC Transfer review replaces the Statement Review in the academic year that students transfers to the new SEND system.

The transfer review requires the local authority to undertake an EHC needs assessment to see if a statutory plan is still required and decide what needs, outcomes and provision should be included in an EHC plan. This should include education, health and social care needs.

The SEND department is following the new Code of Practice in moving from Statements of Special Educational Needs to Education, Health and Care Plans (EHC Plans) in partnership with parents, our students, schools, professionals and services. The departments focus is to ensure that the student is at the heart of the process and that his/hers wishes and feelings shape the EHC Plan.

In some cases, Emergency EHC Transfer review meetings are held at any point during the school year. These are called if professionals and/or parents/carers are seriously concerned about the student's progress and/or needs.

For more information regarding the EHC Transfer process, please click on the link:
https://www.youtube.com/watch?v=mNS9y4jEBX4

Roles and responsibilities

The SEND department at Oldbury Academy consists of the SENCo, Teacher Appointed for Looked After Children and Special Guardianship, Learning Support Practitioners, Learning Support Assistants and an SEN Administrator. The SEND department oversee, monitor, carry out and review a wide range of provision and support for the students at Oldbury Academy.

The SENCo

The SENCo provides leadership for the Special Educational Needs team which is focused on identifying, assessing, supporting and reviewing the most effective avenues of support to ensure students with SEND make progress in a range of areas within school life. Together with others, the SENCo engages in collaborative leadership designed to secure the achievement of the school's strategic priorities.

The Role of the SENCo

The SENCo is a qualified teacher and should also have an additional qualification in the Coordination of Special Educational Needs. The SENCo has the following duties at Oldbury Academy:

- Attend and contribute to the Pastoral Support meetings where holistic support is discussed and agreed upon for students
- Plan and chair SEND bi-weekly team meetings
- Plan and chair EHC Review Meting and EHC transfer Reviews of Statemented students.
- Attend and where needed, contribute to a variety of whole/ part staff meetings and training sessions
- Contribute to leadership of the development and implementation of school policies to secure high achievement and effective teaching and learning.
- Analyse the qualitative and quantitative data concerning students with SEND to inform whole school evaluation and strategic planning and to provide an annual report using the collected data.
- Take a leading role in the developing and maintaining a positive learning climate for students and staff.

•Take a leading role in the collaborative school improvement planning process and take a lead on delivering the SEND team priorities.
•Be accountable to the Headteacher, SLT and Governors for SEND provision progress and improvement.
•Encourage all members of staff to recognise and fulfil their statutory responsibilities to students with SEND and their families.
•Monitor, assess and develop the roles of the all SEND team members.
• Update all staff of changes/developments to SEND policy and practice.
•Challenge/support weak or ineffective SEND practice.
• Ensure that all SEND staff is fully briefed and able to carry out their roles effectively.
• Lead on behalf of the SEND team in decision making and policy development across the school, through department self-evaluation
• Lead/coordinate the professional development of all SEND staff in relevant activities.
•Foster collaboration and high levels of professional dialogue between class teachers and members of the SEND team.
•Model the building of effective relationships with SEND students and their families.
• Disseminate good practice in SEND across the school.
•Model learning centred leadership and to act as an agent for innovation and change.
•Manage SEND identification processes and procedures across the school.
• Coordinate the reports for students with SEND, ensuring that they fulfil statutory obligations.
•Liaise with outside agencies and initiate the supporting paper work.
•Lead on establishing good communication across the school about the progress and development of students with SEND.
•Support all Learning Support (SEND) staff in maintaining positive and constructive relationships with students, teachers and parents.
•Provide support and feedback for all SEND team members, both formally and informally.
•Lead, coach and mentor SEND team members to support improvement and coordinate access to high quality CPD.
• Coordinate the induction of new SEND team members, ensuring support for LSAs and trainees.
•Liaise with the Headteacher and SLT where necessary on issues affecting the progress to target of groups of or individual students with SEND.
•Co-ordinate and lead the Student Support Team weekly meetings to ensure effective use of provision and meetings the needs of the students.
• Monitoring and tracking progress and inclusion of students at targeted Key Stage on SEND register via IEPs (including reading and spelling tests, exams and classroom assessments) as well liaison with Directors of Learning, Non-Teaching Year Coordinators, Form Tutors, Support staff and parents/carers.
•Support and liaise with outside agencies.
•Liaise with Examinations Officers and Subject Leaders to organize test and exam support and access arrangements for students.
• Carry out the duties and responsibilities of line management according to school policies (including performance management reviews)
• Ensure full implementation of the school and local educational authority's equal opportunities policies.
•Challenge whole school policy to ensure SEND is fairly considered.

The role of the Learning Support Practitioners (LSPs)

Some of the LSA duties are also required of our school's LSP team
• Teaching either individuals or small groups of students;

• Teaching small class nurture or booster groups aimed at intensive support for students with SEND (12 or fewer students);
• Preparing lessons and resources as well as marking and assessing work for those small class groups;
• Using special equipment and facilities, such as audio visual materials and computers to stimulate interest in learning;
• Collaborating with the classroom teacher to define appropriate activities for the students in relation to the curriculum;
• Assessing children who have long or short-term learning difficulties and working with colleagues to identify individual students' special needs;
• Liaising with other professionals, such as Advisory SEN Teachers, speech and language therapists, physiotherapists and Specific Learning Difficulties Teachers;
• Liaising closely with parents and guardians;
• Organising learning outside the classroom in activities such as travel training excursions;
• Administration, including updating and maintaining records on students' progress, recording attendance to sessions and behaviour management records on SIMS;
• Attending statutory annual reviews or other related meetings, reviews, regarding students with an SEND, which may involve reviewing statements of special educational needs;
• Receiving in-service training.

The role of the Learning Support Assistants (LSAs)

• Support students and teaching staff in the learning environment.
• Assist students in the location and use of learning resources, including IT/DT/PE/Art based and multi-media facilities.
• Work with individual students or small groups of students to deliver an agreed support devised by qualified teaching staff.
• Enable the students to successfully undertake his/her studies.
• Support students in class and if needed withdraw from lesson for 1-1/small group work, again, when directed by a qualified teacher;
• Take a proactive role in promoting positive behaviour by students, adopt a consistent approach in dealing with student discipline in accordance with School policy and advise academic and/or SEND or staff of any issues relating to student discipline.
• When individual LSA hours require it, they will run Breakfast Club and/ or Homework club
• Set a positive example both in attitude, work ethic and personal presentation for the students.
• Provide support in the form of note-taking, one-to-one guidance or specific skills improvement as required in certain students SEN home: school diary.
• Report regularly to the academic staff on student progress – academic review days report, statement review reports and incident reports.
• Accompany teachers and students on residential and non-residential visits during and outside normal hours (if needed and volunteer to do so).
• Help out with access arrangements during testing/exams/controlled assessments.
• Attend on a weekly departmental meetings.
• Participate in the Professional Development Programme/working parties and undertake training as required, including all areas of office technology (SIMs, showmyhomework etc.)
• Participate in relevant staff meetings/INSET days/ Twilight day.
• Propose any ideas that may help to promote and extend the School’s reputation and efficient running of the School.
• Work safely, consider the safety of others and work within the guidelines stated in the School Health and Safety Policy.

Evaluating the success of the SEND policy

The following procedures provide evaluative points for assessing the effectiveness of Oldbury Academy's SEND policy:

- Student assessments for review meetings
- Exam Analysis data
- Value added assessment data collated from the external examination procedure
- Internal teacher assessment collated within the Review process
- Attendance of Local Authority SENCo meetings
- Parent voice
- Student voice
- SEND Governor Meeting Minutes
- SEND Departmental meetings and minutes

Complaints

If you have a complaint regarding the SEND Policy, please contact the school in the first instance via the form on our website or by calling us:
http://oldburyacademy.com/home/contacting-the-school
0121 533 3750

If the complaint cannot be resolved in this manner, please contact your Local Authority:
Sandwell Local Authority sen_team@sandwell.gov.uk
Birmingham Local Authority sendiass@birmingham.gov.ukk