



Oasis Blakenhale

SEND Policy

SENCO: Mrs Julie Pope

At Oasis Academy Blakenhale we are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement “Healthy bodies, healthy minds, promising futures”.

All children learn at different rates and may require additional support at some point in their lives, these difficulties may be temporary or longer term. Some children will be identified as needing additional targeted support to reach their full potential.

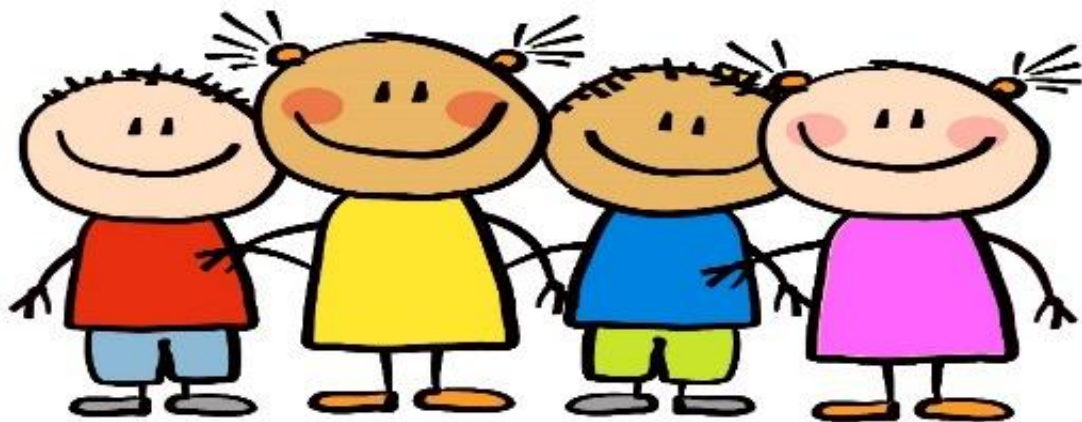
It is estimated that some 20 per cent of the school population will have Special Educational Needs at some time during their school career. (Code of Practice 1994).

Children may have special educational needs either throughout or at any time during their school career. Children are entitled to the best available help to overcome their difficulties and be successful during their school career, regardless of ability, race, gender, or religion. Some difficulties may be short term and easily solved by such things as meeting with parents or a hearing or eye test.

Some children may require structured teaching programmes, like Lexia or Dynamo maths. Others may require the assistance of outside agencies, such as Pupil and School support (PSS), the Communication and autism team (CAT), Educational psychologist (EP) or occupational health services.

At Oasis Academy Blakenhale, we seek to meet the challenges of educational entitlement for all children, by having high expectations for all, and delivering a broad, balanced, and differentiated curriculum, which is relevant to their individual needs and additional support tailored to identified children through targeted interventions as we strive to achieve our ethos.

“Healthy bodies, healthy minds, promising futures”.



Definition of SEN

SEND Code of Practice (2014) Definitions of special educational needs (SEN)

- 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 them.
- A child of compulsory school age or a young person has a learning difficulty or disability if they:
 - Have a significantly greater difficulty in learning than the majority of others of the same age; or
 - Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.
- Children must not be regarded as having a learning difficulty solely because their first/ home language is different from the language in which they will be taught.

Areas of Need:

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Oasis Academy Blakenhale aims

- ❖ To provide every child with access to a broad and balanced education. This includes the Early Years Foundation Curriculum and The National Curriculum, where relevant to this age group, in line with the Special Educational Needs Code of Practice 2014.

In order to meet the Individual Needs of students, the academy will:

- ❖ Identify those who have SEND/Individual Needs at the earliest opportunity by gathering information from parents/carers, education, health and care services and nurseries prior to joining Oasis Blakenhale Infants.
- ❖ Monitor the progress of all students to aid the identification of those with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential.
- ❖ Make appropriate provision to overcome all barriers to learning and ensure students with SEND and other Individual Needs have full access to the curriculum. This will be co-ordinated by the SENCo (Special Educational Needs Co-ordinator) and will be carefully monitored and regularly reviewed to ensure that individual targets are being met and all students' needs are catered for.

- ❖ Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for students within the school, and the effectiveness of this policy and the school's SEND work.
- ❖ Work with and in support of outside agencies when the students' needs cannot be met by the school alone.

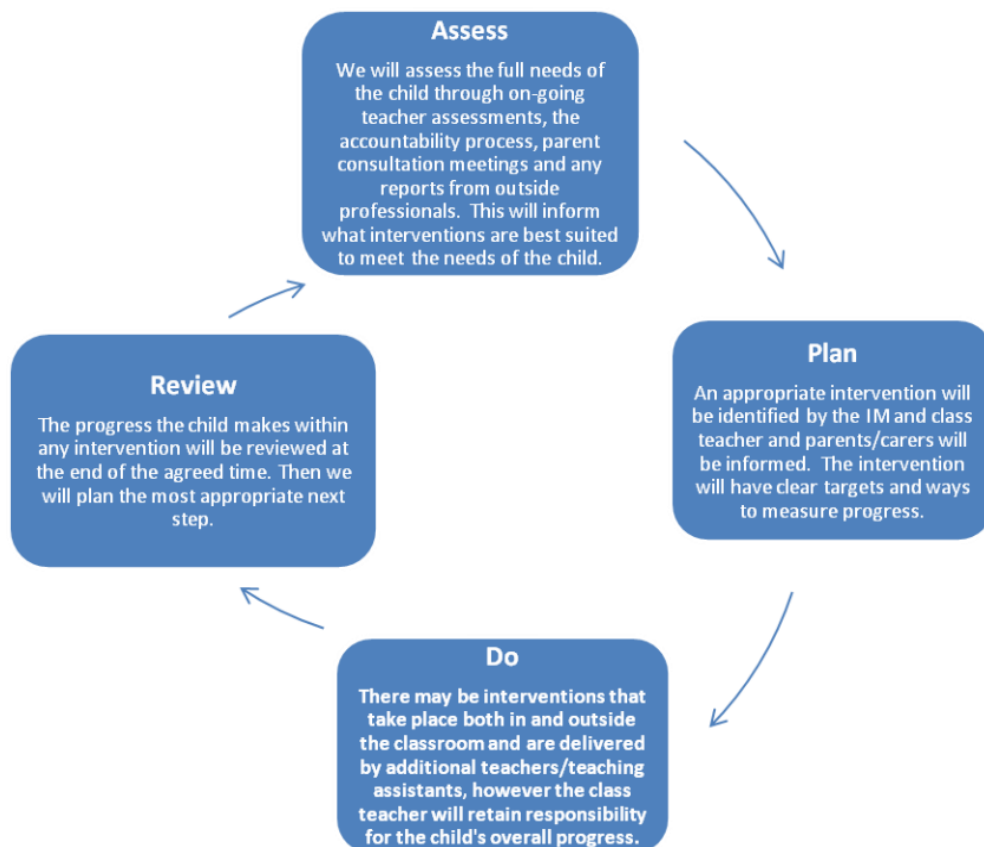


Roles and Responsibilities

- ❖ The academy council has identified an academy councillor to have oversight of special educational needs provision in the school and to ensure that the full academy council is kept informed of how the school is meeting the statutory requirements. At Oasis Academy Blakenhale this role is undertaken by Christine Spence, who will meet regularly with the SENCO, Julie Pope
- ❖ The SENCO is the school's "responsible person" and manages the school's special educational needs work. The Executive Principal and Inclusion Lead will also keep the governing body informed about the special educational needs provision made by the school.
- ❖ The SENCO and Inclusion Lead will work closely with the special educational needs academy councillor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO and Inclusion Lead will identify areas for development in special educational needs and contribute to the school's development plan. They will co-ordinate provision for children at School support and children with School Support Provision plans and Education and Health care plans. (CoP Section 5:30, 6:32)
- ❖ Oasis Academy Blakenhale aim to provide every child with access to a broad and balanced education, in line with the Special Educational Needs Code of Practice 2014.

To meet the Individual Needs of students, the Academy will:

- ❖ Ensure all children experience a learning environment, which is sensitive to their learning needs, learning at their own rate, but progressing along a continuum.
- ❖ Identify those who have SEND/Individual Needs at the earliest opportunity by gathering information from parents/carers, education, health and care services and nurseries prior to joining Oasis Academy Blakenhale
- ❖ Monitor the progress of all students to aid the identification of those with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential. The SEND Code of Practice (2015) describes a 'graduated response' to identifying and removing barriers to learning to put effective special education provision in place. (See below)



The kinds of interventions within this 'graduated response' are as follows:

Universal – All pupils will benefit from:

- ❖ High quality learning through the provision of high-quality teaching; both formal and informal.
- ❖ Formal learning and teaching that is differentiated to need and enables the vast majority of pupils to make good or better progress.

- ❖ On-going and timely assessments which inform any further provision needed.

Targeted Support – Some pupils may benefit from:

- ❖ Small-group intervention for pupils who may be expected to 'catch up' with their peers because of the intervention.
- ❖ Interventions where progress is monitored by the SENCO, Class teacher and the adult leading the intervention through the Accountability Process. If a pupil has not made the required progress, then the appropriate referral will be made to outside professional support (see below).

Specialist Support – A few pupils may benefit:

- ❖ Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.

Outside Agencies who help us achieve inclusive practice and meet specific needs

In achieving provision which will meet the wide range of pupils' differing needs at Yardley Primary School, we are supported by a number of specialised health or educational bodies. Those agencies most involved in supporting pupils are:

Health

- ❖ Speech and Language Therapist
- ❖ The Occupational Health Therapy Service for Pupils (OTs)
- ❖ The Child Development Clinic (CDC)
- ❖ The School Nursing Service
- ❖ The Educational Psychology Service (EPS)
- ❖ Beacon Behaviour Support
- ❖ Communication and Autism Service (CAT)
- ❖ Services for the Hearing or Visually Impaired
- ❖ Pupil and School Support (PPS)

Before making a referral

- ❖ Before making a referral to a specialised service the school consults with parents or carers. An exception to this practice occurs when the school has information which indicates that a pupil may be at risk of harm. In such circumstance we undertake our statutory duty by making a referral to the Children and Young People's Services.
- ❖ The school then takes instruction from that team on how to proceed – whether to make a Child Protection referral and whether to inform parents/carers of that referral.

Exceptional Needs Funding to Support Inclusion

- ❖ In a minority of cases and only when a pupil presents with needs which are so 'exceptional' as to necessitate a very high level of additional support, the school will begin the process of applying for an Education and Health Care Plan (EHCP)
- ❖ Subject to Annual Review, the funding is awarded to the school on behalf of the pupil to meet the costs of the necessary additional provision for the pupil. Parents/carers and the pupil (as appropriate) are invited to each Annual Review meeting to discuss their pupil's progress and the support which they receive. The SENCO and Class Teacher attend this meeting and we invite all professionals involved in supporting the pupil.
- ❖ The SENCO takes the leading role in securing, reviewing and managing provision for pupils who have exceptional needs.

Overcome coming all barriers to learning.

- ❖ Oasis Academy Blakenhale will make appropriate provision to ensure students with SEND and other Individual Needs have full access to the curriculum. This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed to ensure that individual targets are being met and all students' needs are catered for. Interventions for each child are reviewed regularly to assess their impact, the children's progress and the views of the child, their teacher and parents.
- ❖ There is close cooperation between all the agencies concerned and a multi-disciplinary approach to the resolution of issues. Special Education professionals and parents work in partnership.

Work with parents

- ❖ To gain a better understanding of their child and involve them in all stages of their child's education.
- ❖ Special Education professionals should take into account the views of individual parents in respect of their child's particular needs.

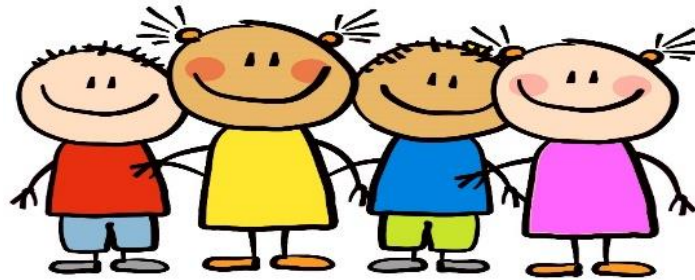
Work with and in support of outside agencies

- ❖ When the students' needs cannot be met by the school alone.
- ❖ The wishes and feelings of the child concerned are taken into account alongside their age and understanding.

Enabling environment.

- ❖ Create an environment in the school where students feel safe to voice their opinions of their own needs. This means providing regular opportunities for the student to express themselves through conversations, observations and carefully monitoring of their progress. LEA's, schools and settings work together to ensure that any child's special educational needs are identified early.

- ❖ Student participation is a right and their views will be reflected in any decisions made.
- ❖ LA's make assessments in accordance with the prescribed time limits Where an LA determines a child's special educational needs, Education Health Care Plans are clear and detailed, made within the prescribed time limits, specifies monitoring arrangements and is reviewed annually.



Admissions

- ❖ Pupils with special educational needs will be admitted to Oasis Academy Blakenhale Infants in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs.
- ❖ If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

Identification, Assessment, Reviews

- ❖ As a school we identify, assesses and track pupil progress.

Identification:

On entry

- ❖ Before starting at Oasis Academy Blakenhale we do a home visit and check with the previous setting/school so that we can identify individual needs and provide relevant provision for the child when joining our school.

Teacher Referral

- ❖ If a teacher has a concern about a child, they complete a cause for concern sheet and this identifies what the class teacher is putting in place to support the child and what barriers, they have. Children will also be identified during teaching sessions, when they are not making sufficient progress, even with interventions in place.

Access for Disabled Pupils, Parents/Carers

- ❖ At Oasis Academy Blakenhale we provide an inclusive learning environment as we strive to ensure access for pupils or parents/Carers with disabilities in school.
- ❖ The reception area is accessible to wheelchair users and we have a parent's room at the front of the school and a disabled toilet,
- ❖ Oasis Academy Blakenhale aims to work closely with disabled pupils, their families and any relevant outside agencies to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

Resources

- ❖ The academy counsellors will ensure that the needs of pupils are met by employing a SENCo.
- ❖ The Executive Principal/Head of school and SENCo will use the child's the Educational and Health care plan to identify the areas of pupil need and make appropriate provision.
- ❖ Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

Curriculum and assessment monitoring

- ❖ The curriculum co-ordinators and the assessment co-ordinator will monitor the attainment and progress of pupils with special educational needs as part of their role. They will ensure that the SENCo is kept fully informed and if they have a concern, they will action relevant intervention or support.
- ❖ If a parent has a concern, we encourage them to discuss this straight away with the teacher and additional support will be put in place as needed.
- ❖ If a child is not making adequate progress in line with children's starting points, age related expectations and tracking systems, the school will identify the need and put relevant support in place. This may include an individual target plan. The child's needs will be identified using the SEN audit continuum and a target plan will be generated.

Reviews

- ❖ One-page profiles and targets will be reviewed regularly at parent's evenings, SEN reviews or as multi-agency meeting, dependent on need.

Curriculum

- ❖ Pupils will have full access to and make progress across the curriculum. This will be achieved through differentiation and additional support in areas of need.

Access to the full life of the school

- ❖ All pupils whether they have a special educational need or not will be involved in the full life of the school.

Complaints

- ❖ Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues, then the SENCO and class teacher will seek to find an amicable solution.
- ❖ If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head of school and then the Executive Principal. If they are unable to resolve the difficulty, the parents' concerns should be put in writing to the SEND academy counsellor, **Christine Spence**.
- ❖ Christine Spence will be involved after other avenues to resolve the situation have been exhausted.

How parents may access this policy?

- ❖ Parents may request this policy from the website and or ask for a printed version.

The local authority local offer

- ❖ Our local authority's local offer is published here:
<https://www.localofferbirmingham.co.uk/>

Linked policies

This Policy should be read in conjunction with the following policies:

- ❖ SEN Information report
- ❖ Curriculum Policy
- ❖ Equality and Diversity Policy
- ❖ Safeguarding Policy
- ❖ Accessibility Plans
- ❖ Complaints Procedure
- ❖ Communicating with Parents Policy.