



Oasis Blakenhale Junior SEND Policy

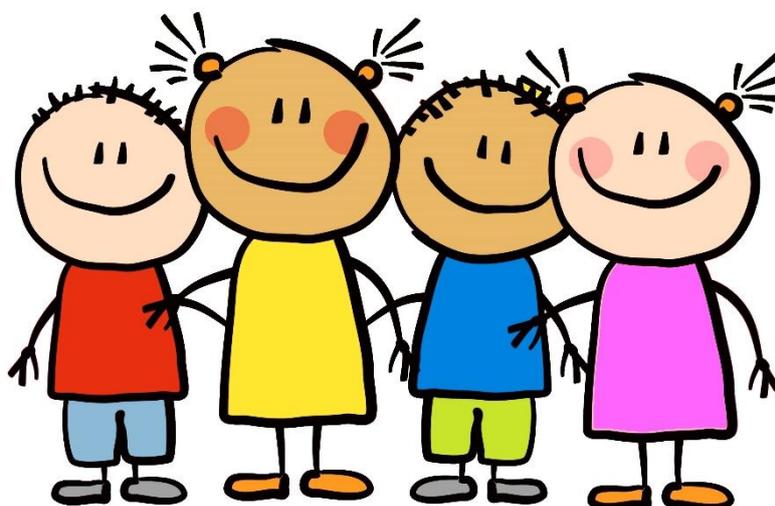
At Oasis Academy Blakenhale we are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement “Healthy bodies, healthy minds, promising futures”.

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).

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” for our children.



Definition of SEN

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

Areas of Need: as identified by the 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:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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.

The following definitions of special educational needs (SEN) have been 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.

Oasis Blakenhale Academies aims

- To provide every child with access to a broad and balanced education. This includes 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 school will:
 - a. Identify those who have SEND/Individual Needs at the earliest opportunity by gathering information from parents/carers, education, health and care services and feeder schools prior to joining Oasis Blakenhale academies.
 - b. Monitor the progress of all students in order 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.
 - c. 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 in order to ensure that individual targets are being met and all students' needs are catered for.
 - d. 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 as a whole, and the effectiveness of this policy and the school's SEND work.
 - e. Work with and in support of outside agencies when the students' needs cannot be met by the school alone.

Create an environment in the school where students feel safe to voice their opinions of their own needs. This means providing regular one to one meetings between students and their teacher/Special Educational Needs Coordinator (SENCo) and will be made easier by carefully monitoring the progress of all students. Student participation is a right. This will be reflected in decision -

Children may have special educational needs either throughout or at any time during their school career. Each child is 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.



Roles and Responsibilities

The academy council has identified a 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 Deputy Principal and SENCO, Rachel Bregu.

The SENCO is the school's "responsible person" and manages the school's special educational needs work. The Executive Principal will keep the governing body informed about the special educational needs provision made by the school.

The SENCO and the Deputy Principal will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO and Deputy Principal will identify areas for development in special educational needs and contribute to the school's development plan. He will co-ordinate provision for children at School support and for children with Education and Health care plans. (CoP Section 5:30, 6:32)

Oasis Blakenhale Academies aim to provide every child with access to a broad and balanced education. This includes 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:

- 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 feeder schools prior to joining Oasis Blakenhale academies.

- Monitor the progress of all students in order 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. A four-part cycle, (based on the Code of Practice 2014) is used, to assess, plan, do and review to ensure an effective special educational provision is in place

Assess

a. This involves clearly analysing the student's needs using the class/subject teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The student's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the student is progressing.

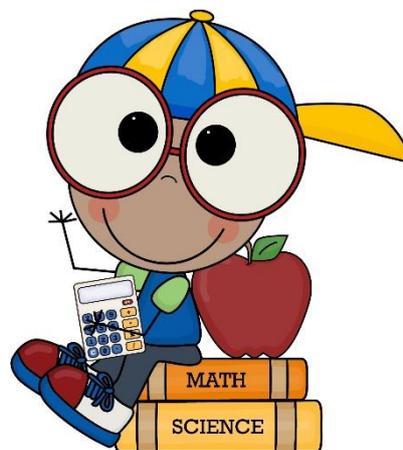
b. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan

- a. Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.
- b. All those working with the student, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

- a. The class/subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.
- b. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.



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 in order 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 their age and understanding.

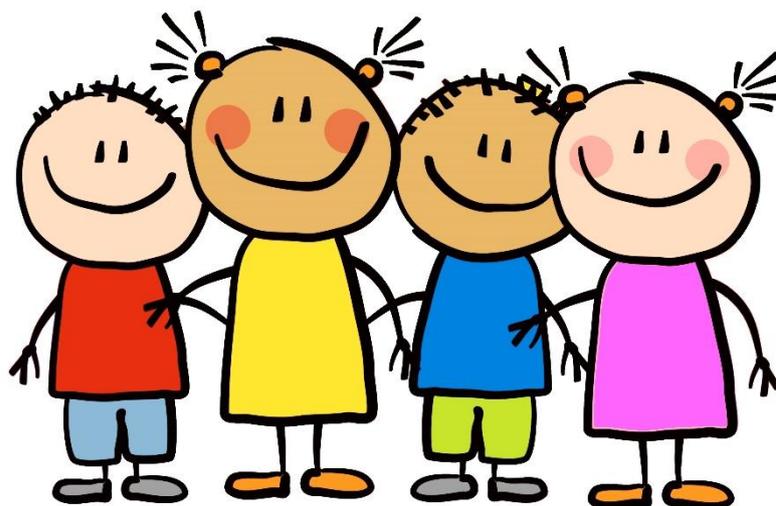
Create an environment in the school where students feel safe to voice their opinions of their own needs. This means providing regular one to one meetings between students and their teacher/Special Educational Needs Coordinator (SENCo) and will be made easier by carefully monitoring the progress of all students. LEA's, schools and

settings work together to ensure that any child's special educational needs are identified early. LEAs make assessments in accordance with the prescribed time limits. Where an LEA 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 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

At Oasis Academy we provide an inclusive learning environment as we strive to ensure access for pupils or parents with disabilities the school.

The Reception area is accessible to wheel chair users and we have a parent's room at the front of the school and a disabled toilet, a medical room, a lift to the first floor, blinds on the windows,

Oasis Academy Blakenhale aims to work closely with disabled pupils, their families and any relevant outside agencies in order 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 governors will ensure that the needs of pupils are met by employing a SENCo.

The Executive Principal 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.

ITP reviews

ITPs will be reviewed regularly at parent's evenings 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 needs 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 Executive Principal. If the Head is unable to resolve the difficulty, the parents' concerns should be put in writing to the SEND Governor, **Christine Spence**.

The Chair of Governors, 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.

Linked policies

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

- Curriculum Policy
- Equality and Diversity Policy
- Safeguarding Policy
- Accessibility Plans
- Complaints Procedure
- Communicating with Parents Policy.