



OASIS COMMUNITY LEARNING SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

May 2021

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Introduction

Oasis Ethos and Vision

In setting a policy for SEND, the Oasis vision is important. Our vision is for community – a place where everyone is included, making a contribution and reaching their God-given potential. Our ethos is a statement of who we are and it is an expression of our character. Rooted in the story and beliefs of Oasis, we describe our ethos through a particular set of values that inform and provide the lens on everything we do.

- **A passion to include**
- **A desire to treat people equally respecting differences**
- **A commitment to healthy, open relationships**
- **A deep sense of hope that things can change and be transformed**
- **A sense of perseverance to keep going for the long haul**

It is these ethos values that we want to be known for and live by. It is these ethos values that also shape our policies. They are the organisational values we aspire to. We are committed to a model of inclusion, equality, healthy relationships, hope, and perseverance throughout all the aspects of the life and culture of every Oasis Hub and community.

Everyone who is part of Oasis needs to align themselves to these ethos values. The values themselves are inspired by the life, message and example of Jesus but we make it clear that we will not impose the beliefs that underpin our ethos values. We recognise and celebrate the richness that spiritual and cultural diversity brings to our communities. We respect the beliefs and practices of other faiths and will provide a welcoming environment for people of all faiths and those with none.

Therefore, right at the heart of Oasis is this deep-rooted commitment to inclusion and equality. This is inescapable and must be core to our delivery of this SEND policy. We recognise that one size does not fit all and that through our actions we can enable all of our community to participate and achieve.

We also recognise that some of our students will need more, or different, from us (the very definition of SEND). We aim for and work for equity - adjusting and supporting to facilitate access, and ultimately we look to our own systems and structures to move towards justice, where our everyday 'norm' is accessible to all without the need for anyone to feel like an outsider.

Therefore

- We believe all our students are precious; we prioritise social inclusion and integration in all we do
- We model and set high aspirations and expectations for every student and member of staff
- We provide opportunities and experiences for all of our students, as well as their wider families, giving advantage to the disadvantaged

The Oasis 9 Habits

The Oasis ethos is aspirational and inspirational and something that we have to constantly work at. It is important to remember that every organisation is made up of its people, and people don't always get things right every day.

This means that there can sometimes be a dissonance between what we say we are, as stated in our ethos values, and what we actually do and experience.

Recognising this is helpful because it reminds us that we each have things to work on; we have space to grow, develop and change to become the best version of ourselves. The 9 Habits our bespoke and unique approach to character development.

We know that by living the way of the habits, the Oasis ethos behaviours we aspire to will become second nature to us. This is vitally important for all staff to understand and engage in for the carrying out of this SEND policy in OCL.

All of this is detailed in our **Education Charter**.

What is this policy about?

In brief

This policy outlines the Trust approach to SEND provision across OCL.

In more detail

The following pages set out the provision OCL provides in line with the 'SEND Code of Practice' (January, 2015). Our SEND policy ensures the successful inclusion of all our students.

Who is this policy for?

This policy is for the National Education Team, National Lead Practitioners, Principals, SENDCOs, Inclusion Leads, Teachers, Teaching Assistants and Parent / Carers.

Policy Statement

1. Aims of the Special Education Needs and Disabilities Policy

OCL is totally committed to developing the character and competence of every student and believes that all students should receive exceptional education - including those with Special Educational Needs and Disabilities.

OCL has a graduated approach to SEND and has implemented changes as outlined in the SEND Code of Practice' (January, 2015). The 'SEND Code of Practice' offers guidance designed to help Academies make full entitlement and appropriate provision for students with SEND. OCL follows the 'SEND Code of Practice' whenever decisions are taken relating to children with SEND.

OCL recognises that Special Educational Needs and Disabilities is a whole Academy responsibility and Quality First Teaching, differentiated for individual students, is the first step in provision for students who have SEND. We recognise that every teacher is a teacher of SEND and every teacher upholds high expectations for all students.

Furthermore, every teacher is responsible and accountable for the progress and development of the students in their class, even when they access support through Inclusion teams. Therefore, this policy should be considered within the wider context of specific Academies and their policies relating to learning and teaching.

The following pages set out the provision OCL will provide in line with the new 'SEND Code of Practice' (January, 2015). Our SEND policy ensures the successful inclusion of all our students, as every child is:

- Included in decisions about themselves, listened to and respected
- Encouraged to develop an independent, healthy lifestyle
- Supported to achieve their best possible outcomes - educational and otherwise
- Supported to have a successful transition to adulthood
- Provided with the skills to become an independent and confident young adult who participates in society

2. Categorisation: Special Educational Needs and Disabilities

The 'SEND Code of Practice' (January, 2015) identifies four broad categories. These are:

1. **Communication and interaction**, including Speech and Language difficulties and Autistic Spectrum Disorders
2. **Cognition and learning**, including specific learning difficulties e.g. dyslexia
3. **Social, emotional and mental health**, including anxiety, depression and ADHD
4. **Sensory or Physical**, including hearing, visual or physical disabilities

A student may have Special Educational Needs if they are making less than expected progress, given their age and individual circumstances.

This might be characterised by progress which:

- Is significantly slower than that of their peers
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap with their peers
- Widens the attainment gap

A student with low attainment, or who is making slow progress, may not have SEND. However, these may be an indicator of underlying difficulties yet to be identified.

OCL recognises that early identification of need is essential in supporting students with SEND and uses a range of strategies, information sharing and assessments, especially during transition.

A student with SEND requires something additional to, or different from, the rest of their peers. In identifying students as having SEND, OCL expects that those students will receive SEND provision.

Under the Equality Act (2010), a student has a disability if they have a physical or mental impairment that has a *substantial* and *long-term* adverse effect on their ability to carry out normal day-to-day activities.

3. Admissions and Transition Arrangements

Starting school, or moving between schools, is a crucial time for SEND students and their families, who may be anxious about their learning and how they will be supported in their new school. OCL champions inclusion and welcomes all students, including those with an Education and Health Care Plan (EHCP) and students with disabilities, ensuring that appropriate provision is in place to meet their needs.

If a student has an Education and Health Care Plan (EHCP), Academies will be consulted by the local authority before any decision is taken by the authority on admission to the Academy, to ensure that the Academy is suitable for the student and his/ her needs. If the Academy is suitable, the SENCo will aim to be present at the Year 6 annual review meeting, or at a meeting with the Pre-School provider, and so will be fully aware of those needs from the outset.

OCL Academies have close links with feeder Pre-Schools, Primary schools and local Colleges. Staff will visit local feeder schools/ Pre-Schools where relevant, meeting children and talking with their teacher and the SENCo, looking at work samples and assessment, thus ensuring that the transfer of SEND students from Pre-School to Primary and Year 6 to Year 7 happens smoothly and successfully.

Academies will have different ways of organising their transition arrangements. Academies may organise a practice day when they will shadow each class to support identified students. When requested, they may organise additional visits for students, especially those who may be anxious about transferring, or those who are the only student coming from their particular Primary school.

Engaging with families before entry to the academy is crucial to effective support and allaying any fears. OCL recognises that when a child/young person has additional needs they and their family may have experienced significant trauma before reaching us. We must be open and welcoming, managing our own preconceptions and concerns while also being transparent about what we are able to provide. Likewise, we must be mindful that assessments and labels can wait if a student or family needs or wants time to build their trust and form their own views of their needs. Adaptations and adjustments can be made gradually and at the pace of the student and their family.

Year 11 students will have the opportunity to meet formally with the Careers Advisor. EHCP students will have additional careers guidance from Year 9 from the local authority Careers Officer or within the academy as part of the annual review process. Academies may also support students in accessing careers information on a more informal, individual level. Students will be encouraged to attend college open days to experience courses that may be suitable for them. Those with an EHCP in Years 9, 10 and 11 participate in Transition Review meetings to discuss their future career plans. At all stages, academies will promote a range of careers, pathways and entry levels to ensure all students feel valued and that their future is a positive one.

4. OCL Graduated Approach

4.1 Assessment and Identification

OCL believes that the majority of needs of most students will be met in mainstream lessons, taught by professionals (teachers), where learning is differentiated according to need. OCL Academies work hard to ensure that information about students' needs is shared, so that teachers are better able to plan lessons accordingly. Whenever possible, for the vast majority of the time, students with SEND are educated alongside their peers in mainstream lessons.

There are a number of ways that a student may be identified as having additional needs and this will vary according to specific Academies. Academies may use some of the following ways to identify students with SEND:

- **Information from Transition.** OCL liaises closely with feeder Pre-Schools/ Primary schools and staff visit each one to gather information so that teaching staff are fully prepared for the autumn term. This information is shared with them through the SEND Register and Student Profiles/ Passports. In the first instance, some students may need monitoring more closely at the beginning of Year 7 or Reception so that staff can gauge their progress as they settle into their new school
- **Information gathered from baseline data,** including Early Years baseline, HeadStart tests, reading and spelling ages. Any student who joins our Academies mid-year will be assessed to identify their starting point. Such information is invaluable in supporting them effectively from the start of their time in the Academies

- **On-going observation** and information sharing amongst staff and Inclusion teams relating to a student's progress is used to inform future planning. This may include lesson observation from the SENCo/ Inclusion Manager
- **Data from Progress checks.** If a student is falling below expected grades of progress, this will be picked up by regular Academy reviews and data drops, as well as through Raising the Attainment of Pupils meetings. Also, Subject Leaders will review student progress and put in place a variety of subject specific interventions as necessary
- Using a **dyslexia screener** and other online assessments
- **Academic and Pastoral meetings.** Information is shared by Academy staff, allowing support to be coordinated, including any possible referrals to outside agencies. This may include referrals to CAMHS, BSS, the EP or Change and Challenge for example
- **Outside agency support** plays an important role in identifying, assessing and providing provision for students with SEND. If a student at the Academy is making less than expected progress, despite tailored support, OCL seeks to utilise support from external specialists for students with higher levels of need in order to improve their outcomes. Academies will receive regular visits from the Educational Psychologist, Specialist Advisory Teachers, Speech and Language Therapists and the Behaviour Support Service
- Academies will work closely with the **Attendance Officer**, the Education and Welfare Officer and others

4.2 The Support Register

A student with SEND that calls for support that is *additional* or *different* from the majority of their peers, in discussion and agreement with parents/carers, will be placed on the Support Register. This is recorded through the academy's data system and reported as part of Census. The outcomes of the support will be agreed and regularly shared with parents/ carers (and the student where appropriate). Teachers will monitor the student's progress closely in lessons, through data drops and other assessments.

If the support arrangements do not lead to improved levels of progress, then outside agency support may be called for and academies are expected to spend their notional funding (typically £6000 per SEN student) to fund provision beyond what is offered to any other student.

If a student requires a high level of support over a long period of time, a request for a Statutory Assessment may be necessary once sufficient evidence has been gathered. Before this is considered, the academy will typically provide resources up to £6000.

Identification of SEND is not considered permanent and if the student begins to make good progress as a result of support put in place, they may be removed from the Support Register. Again, such decisions will be discussed with parents/ carers and the young person themselves before any decision is made.

4.3 Statutory Assessment for an Education and Health Care Plan (EHCP)

For a few students, the help given by the Academy will not be enough for them to make good progress, or their provision is not sustainable within the academy's resources, and it may become necessary to make a request to the local authority for Statutory Assessment. OCL works closely with local authorities to ensure that students receive the correct level of support and funding. Where a request is made for Statutory Assessment, the student will have demonstrated significant cause for concern. The parent/ carer or the Academy can make a request for a Statutory Assessment.

Once a request has been made to the local authority and the Statutory Assessment agreed, information is gathered, usually by the SENCo, including any professional assessments

(e.g. an Educational Psychologist's report), parents'/ carers' and student's views and any progress data. This is then presented to the local authority for a decision about whether it is necessary for the needs and provision to be formally set out in an Education and Health Care Plan (EHCP). Local processes will vary but if the local authority agree that an EHCP is needed, a draft will be sent to the parent/carer to respond.

Local authorities must decide within 20 weeks whether to carry out such an assessment and subsequently, whether or not to issue an EHCP for that student.

When an EHCP is issued the parent/carer is asked to request a placement (typically this is the one they are already in). Academies will respect student and family preferences and work with families to help identify the most appropriate way to provide what is listed in the EHCP.

5. Plan and Do: SEND Provision

OCL recognises that SEND provision is a whole Academy responsibility and should be seen in the context of other Academy policies.

All students, including those with SEND, should have access to a broad and balanced curriculum, underpinned by quality first teaching, where teachers plan appropriate learning outcomes for the students in their care. Working with classroom teachers, Inclusion teams work flexibly to meet the varying needs of students.

The following list of interventions is not exhaustive, but provides an example of OCL Academy support arrangements:

- Full-time education in the classroom with Quality First Teaching, differentiated for individual students
- Hover support in the classroom from dedicated Inclusion teams/ allocated Teaching Assistants (TAs)
- Student Passports/ Profiles, which include personalised strategies written by students/ parents/ carers (Appendix A) and are shared with staff
- Small group withdrawal with lead Inclusion staff to work in a range of subjects including: English, Maths and Science
- Speech and Language and writing workshops
- Social skills and anger management workshops
- Emotional Literacy Support Assistant support
- On-line reading and comprehension programmes
- Small group withdrawal for reading
- Academic mentoring from the Inclusion team, where students review outcomes, what went well in the past week and discuss any areas of concern
- Supported homework club
- Support from external professionals including an Educational Psychologist, Speech and Language Therapists and Behaviour Support Services
- Support from the School Counsellor
- Access arrangements for exams or tests

6. Review

OCL recognises that specific Academies will have different ways of reviewing SEND support arrangements. If a student is receiving SEND support, it is important to monitor the progress of any chosen outcomes and to see whether any interventions that have been put in place have had an impact on learning. This must happen at least three times a year, one of which may be during the annual parent's consultation evening.

At the end of each term, the class teacher/form tutor, or sometimes the SENCo, may organise meetings with parents to review support arrangements. The review will monitor the outcomes of any interventions put in place for students and decide if any refinements and changes are needed. It will also identify the responsibilities of the Academy, the family and the student.

If there are continuing concerns about a student's progress or if the student continues to have National Curriculum levels or grades that are well below expected levels for students of that age, the SEND department, in consultation with teachers/ Head of Year and parents/ carers, may arrange for further assessment and/ or intervention.

This may include a review of all prior data, a detailed Literacy assessment and a parental consultation with the SENCo. It may include advice from external agencies, such as the Educational Psychologist or the Speech and Language Therapist.

Academies will also review the progress of SEND students through subject specific data drops at the end of each module.

7. Developing Independence: Preparing for Adult Life

OCL believes that it is vital that support arrangements, in whatever form they take, aim to prepare the young person for adult life, developing their independent learning skills so that they are more prepared to lead productive, healthy adult lives. OCL supports SEND students to be in control of their futures, making wise decisions about their future plans, whether this be higher education, apprenticeships or employment. As they prepare for adult life, all students, including those with SEND, should participate fully in matters affecting them.

All OCL Academies will have different ways of engaging students to express opinions, feelings and preferences. Some of these might include:

- Contributing to and reviewing their Education and Health Care Plan, including their life skills and independence
- Deciding and reviewing objectives in their Annual Review. The views of the student form a vital part of any review and a suitable amount of time should be devoted to this
- Helping them make informed choices about subject and post 16 options. This may include helping them to research options for post-16 College courses, interview skills, and support in writing their CVs etc.
- Involving them in discussions about any intimate care needs (e.g. which adults they give permission for providing this and how to express consent).
- In the classroom, encouraging them to think independently and find solutions themselves, rather than relying on Inclusion support
- Supporting students to become self-disciplined
- Encouraging them to develop independent ways of learning that suit them
- Enabling students to identify harassment and how to take the appropriate action
- Contributing to fortnightly reviews of progress with a member of the Inclusion team
- Sharing progress with parents/ carers during meetings
- Attending specific careers advice available through the local authority
- Encouraging them to attend college open days/ evenings
- Developing personal skills and hobbies outside the curriculum
- Developing social skills and friendships

8. The Information Report

Every OCL Academy publishes details of its SEND support through an Information Report. These can be found on specific Academy websites and are clear and accessible to parents/ carers.

The Information Report is updated annually and includes information about:

- The name and contact details of the SENCo
- Staff expertise and how we train staff who support students with SEND
- The categories of SEND that Academies provide for and the approach to learning and teaching
- The Academy policies linked to the identification and assessment of SEND
- How the curriculum is adapted according to need
- How Academy provision is monitored and evaluated
- Arrangements of how parents/ carers and students are consulted throughout the identification, assessment and provision process/ stages
- How students' progress is assessed
- How students are prepared for Transition to other schools or for adult life
- What support there is for improving emotional and social development
- How inclusion is promoted within the Academy
- How outside agencies are used, including health and social care and voluntary organisations
- Arrangements for handling complaints
- Where to find information about the Local Offer

9. The Local Offer

OCL Academies collaborate with local authorities to support students in their care. The Information Report forms part of this support.

The Local Offer is designed to give clear, comprehensive and accessible information about SEND provision in the local area and how to access it. It should reflect and be responsive to local needs, involving young people with SEND in its provision and review.

A list of OCL Academies can be found in Appendix B with links to their Local Authority Offers. OCL Academies will advertise the Local Offer in meetings and parents/ carers of students with SEND are encouraged to access and engage with this support as necessary.

10. Accessibility

OCL and Oasis Academies will strive to make any reasonable adjustments to allow equal and fair access to education, regardless of a student's physical needs. Inevitably, accessibility will vary between Academies due to variation in the age and layout of buildings.

However, all Academies produce an Accessibility Plan to work towards improvements in accessibility, in compliance with the Equality Act (2010). The plan outlines how the Academy aims to:

- Increase the extent to which students with disabilities can participate in the curriculum;
- Improve the physical environment of the Academy to enable students with disabilities to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to students with disabilities and their parents/ carers

In addition, any child with a disability that requires additional support to leave the building during an evacuation will have a Personal Emergency Evacuation Plan, written with parents/ carers and professionals as relevant. This plan is reviewed annually.

OCL Property and Estates are responsible for ensuring that all Academy buildings comply with the Equality Act (2010), specifically, ensuring that buildings are safe and accessible to those with physical needs.

11. Supporting Students with Medical Needs

In line with section 100 of the Children and Families Act (2014) and the guidance in 'Supporting students at school with medical conditions' (December, 2015), OCL Academies will make arrangements so that students with medical conditions are properly supported to ensure that they have full access to education, including Academy trips and physical education.

It is important that Academy leaders consult health and social care professionals, students and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported.

Individual Healthcare Plans should be completed to ensure that Academies effectively support students with medical conditions. The structure and requirements within these may vary according to region.

The emotional and social needs of students with medical needs should be considered within health care plans. Provision should be as discreet as possible and where the medical condition can have a significant impact on daily life (e.g. diabetes), the academy will work with professionals and the student to monitor and address anxieties and challenges related to this.

Academy leaders should ensure that the OCL Medicines in School Policy is adhered to so that students remain safe at all times.

12. Role of the Special Educational Needs Co-ordinator (SENCo)

The SENCo plays an essential role in SEND provision and is responsible for the day-to-day operation of the SEND Policy. This involves working with the Head Teacher, staff, parents/ carers and other agencies to determine the strategic development of this policy. The main responsibilities of the SENCo are:

- Overseeing the day-to-day operation of the SEND Policy, focusing on high aspirations and improving outcomes
- Delivering an outcomes-focused and co-ordinated plan for SEND students and their families
- Staff development on SEND matters
- Responding to changes in SEND Policy, locally and nationally
- Ensuring annual reviews of children with EHCPs are conducted accurately
- Supporting departments and Year Leaders in understanding SEND issues and assisting with developing effective strategies for improved outcomes and provision
- Line managing Inclusion staff
- Liaising with external agencies, including Health and Social Services
- Liaising with the Designated Teacher for Looked after Children
- Liaising with other providers regarding transitional arrangements
- Liaising with parents/ carers
- Working with senior leaders within the Academy to ensure compliance with the Equality Act (2010)
- Providing advice on the financial resources required to effectively support SEND students
- Arranging assessments for Access Arrangements for Examinations
- Analysing Academy performance data that impacts on improved outcomes for SEND students
- Ensure that the SEND Register is up to date

- Training teachers to ensure they are able to meet the needs of their students with quality first teaching
- Undertake regular reviews of the overall effectiveness of interventions employed in the Academy for SEND students
- Stay aware of latest changes and updates to SEND practice nationally and of the latest approaches to SEND support and intervention
- Quality assure the effectiveness of staff working in the SEND Department, including all TAs

13. Role of Regional Directors (RDs), Principal and Monitoring Standards Team

The Regional Director takes on the responsibilities of the SEN governor within the SEND Code of Practice.

The Regional Director (RD) must have a thorough understanding of both the SEND Policy and practice in the Academies in their region:

- Ensuring that the admissions criteria does not discriminate against students with SEND
- Ensuring that provision of a high standard is made for students with SEND
- Ensuring that students with SEND have the opportunity to be involved in Academy activities
- Having regard for the 'SEND Code of Practice' (January, 2015) when carrying out these responsibilities
- Ensuring Academies report to parents/ carers on the Academy's SEND Policy, which can be accessed through the Academy website, including the allocation of resources from the Academy delegated/ devolved budget via letters/ emails and meetings
- Reviewing the SEND Information Report on an annual basis to ensure it remains an accurate description of the provision available within the Academy

The Principal should work closely with the Academy's SENCo. Academy management structures must enable the SENCo's functions to be carried out effectively. The Principal should keep the Regional Director up to date with changes to SEND provision, as well as the progress made by students with SEND.

The OCL Monitoring Standards Team will review the SEND provision in Academies as part of their monitoring work each year. Any areas for improvement will be agreed with the Principal and shared with the Regional Director so that rapid improvement can be made.

14. Monitoring and Evaluation of SEND Provision

OCL SEND provision is monitored through:

- Regular visits by the Monitoring Standards Team and the Regional Director
- Academy self-evaluation using the OCL review format
- Focused SEND reviews commissioned by Regional Directors

Where provision in SEND is not yet good enough, Academies may be given support through Regional Improvement Networks, the OCL Best Practice Directory, National Lead Practitioners or the OCL SEND Strategy Group.

15. Training

Where a SENCo appointed after 1st September 2008 has not previously been the SENCo at that or any other relevant school for a total period of more than twelve months, they must achieve the National Award for Special Educational Needs Co-ordination within 3 years of appointment.

Academies must ensure that their SENCo undertakes regular training. SENCos will provide leadership and professional guidance to colleagues and will work closely with staff, parents and carers and other agencies to ensure that children with SEND receive appropriate support and high quality teaching, make at least good progress and achieve good outcomes.

The OCL Strategy Group, the Regional Improvement Networks and OCL SEND conferences ensure that SENCos within OCL share best practice and are kept up to date in their knowledge and skills.

16. Arrangements for Complaints

OCL aims to work with students and their families to ensure they achieve the best possible educational and other outcomes. However, where issues emerge, Academies have clear procedures in place to allow parents/ carers to voice concerns about any aspect of their child's provision. OCL expect parents to raise matters through the relevant complaints procedure. The contact details of the appropriate/ specific members of staff should be available to parents/ carers through the SEND Information Report should they need to contact the Academy for any reason. If the concerns centre around SEND provision, the first person to contact is the SENCo.

If parents/ carers are dissatisfied with the response from the Academy or OCL, they may raise the issue with the Education & Skills Funding Agency and/ or lodge a claim for disability discrimination against the Academy with the SEN & Disability Tribunal.

Please note that complaints and/ or appeals relating to Statutory Assessments or EHCPs should be made against the relevant local authority and not the Academy or OCL.

17. Links to other policies

This policy should be understood, used, and applied alongside the following policies:

- Safeguarding and Child Protection
- Complaints
- OCL Student Equality and Inclusion
- Academy's Accessibility Plan

18. Monitoring and Review of the Policy

OCL will actively evaluate the effectiveness of this policy by monitoring SEND provisions during Regional Director (RD) visits and OCL Monitoring and Standards Team reviews. This policy will be reviewed annually.

19. The requirements that apply to this policy

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Equality Act 2010

20. RACI matrix

“R” for anyone who is “Responsible” for a task listed in the policy, an “A” for anyone who is “Accountable”, a “C” for anyone who must be “Consulted” under the policy and “I” for anyone who must be “Informed” about aspects of the policy.

Policy Element	Board	Leadership			Academy			MST
		OCL CEO	OCL COO	Regional Director	Academy Principal	SENCO / Inclusion lead	Academy administration team	
Policy matches SEND DfE guidance	I	R						
Admissions and transition of SEND students					R	A	I	
Assessment and identification					R	A		
SEND register					R	A		
EHCP applications					R	A		
SEND information report					R	A		
SEND local offer					R	A		
Accessibility plans					R	A		
Support plans for individual students						R		
SENCO training					R			
Staff training						A		
Monitoring of SEND provision in each academy				I	A			I

Appendix A: Example of a Student Passport/ Profile

Oasis Academy Enfield Student Profile		Date of Review April 17	
Name	Date of Birth	Code: K/CL	CATS V NV Q RA SA
Support: Ruth Miskin reading 3 x week, Maths 121 1x week, fortnightly mentoring, extra time for tasks, in class support (
Outcome: To try new breathing exercises in some lessons	Outcome: Write in paragraphs	Outcome: Speak to Mr Lloyd if someone makes fun of me	
Hobbies/ Interests/ favourite subjects X Box A keen chef... baking!	I'd like you to know that... I have a stammer I have short term memory needs I am keen to do well and build up my confidence I find maths really hard! My reading has really improved!	I will support myself by... Have my planner with me every day Check my timetable every day Use showmyhomework Read something every day Have some checklists to help me remember things Do my breathing exercises in some lessons (121 maths)	
I find it difficult to... Remember verbal instructions Read out loud in class Finish tasks on time Stay focussed	This means that... I need things repeated I may need extra time to complete tasks Visual reminders (e.g. number lines) Remind me about the last lesson to help me remember it	It would help me if you could... Speak to me slowly and clearly Please do not finish off my sentences, or advise me about my speech! Give instructions one at a time Please do not ask me to read in front of others Sit me at the front Print off important sheets and key words for me to learn Praise me when I get it right Sit me next to a good peer	

Appendix B: Local Offer Links

Primary:

Academy	Information Report Link	Local Offer
Aspinal	https://www.oasisacademyaspinal.org/curriculum/special-educational-needs-and-disabilities	Manchester City Council
Harpur Mount	https://www.oasisacademyharpurmount.org/curriculum/special-educational-needs-and-disabilities	
Bankleaze	https://www.oasisacademybankleaze.org/curriculum/special-educational-needs-and-disabilities	Bristol
Connaught	https://www.oasisacademyconnaught.org/curriculum/special-educational-needs-and-disabilities	
Long Cross	https://www.oasisacademylongcross.org/learning/special-educational-needs-and-disabilities	
New Oak	https://www.oasisacademynewoak.org/curriculum/special-educational-needs-and-disabilities	
Woodview	https://www.oasisacademywoodview.org/learning/special-educational-needs-and-disabilities	
Boulton	https://www.oasisacademyboulton.org/learning/special-educational-needs-and-disabilities	Birmingham City Council
Foundry	https://www.oasisacademyfoundry.org/learning/special-educational-needs-and-disabilities	
Hobmoor	https://www.oasisacademyhobmoor.org/learning/special-educational-needs-and-disabilities	
Short Heath	https://www.oasisacademyshortheath.org/learning/special-educational-needs-and-disabilities	
Blakenhale Infants	https://www.oasisacademyblakenhaleinfants.org/learning/special-educational-needs-and-disabilities	
Blakenhale Juniors	https://www.oasisacademyblakenhalejunior.org/learning/special-educational-needs-and-disabilities	London Borough of Croydon
Byron	https://www.oasisacademybyron.org/curriculum/special-educational-needs-and-disabilities	
Ryelands	https://www.oasisacademyryelands.org/curriculum/special-educational-needs-and-disabilities	
Firvale	https://www.oasisacademyfirvale.org/learning/special-educational-needs-and-disabilities	Sheffield

Henderson Avenue	https://www.oasisacademyhendersonavenue.org/curriculum/send-overview/send-school-information	North Lincolnshire Council
Parkwood	https://www.oasisacademyparkwood.org/curriculum/special-educational-needs-and-disabilities	
Johanna	https://www.oasisacademyjohanna.org/curriculum/special-educational-needs-and-disabilities	London Borough of Lambeth
Limeside	http://www.oasisacademylimeside.org/content/send-information-report	Oldham Council
Longmeadow	https://www.oasisacademylongmeadow.org/learning/special-educational-needs-and-disabilities	Wiltshire
Nunsthorpe	https://www.oasisacademynunsthorpe.org/curriculum/special-educational-needs-and-disabilities	North East Lincolnshire Council
Pinewood	https://www.oasisacademypinewood.org/learning/special-educational-needs-and-disabilities	London Borough of Havering
Putney	https://www.oasisacademyputney.org/curriculum/special-educational-needs-and-disabilities	London Borough of Wandsworth
Skinner Street	https://www.oasisacademyskinnerstreet.org/curriculum/special-educational-needs-and-disabilities	Medway Council
Warndon	https://www.oasisacademywarndon.org/learning/special-educational-needs-and-disabilities	Worcestershire County Council
Clarksfield	https://www.oasisacademyclarksfield.org/learning/special-educational-needs-and-disabilities	Oldham Council

Secondary:

Academy	Information Report Link	Local Offer
Arena	https://www.oasisacademyarena.org/curriculum/special-educational-needs-and-disabilities	London Borough of Croydon
Enfield	https://www.oasisacademyenfield.org/learning/special-educational-needs-and-disabilities	London Borough of Enfield
Coulsdon	https://www.oasisacademycoulsdon.org/curriculum/special-educational-needs-and-disabilities	London Borough of Croydon

Isle of Sheppey	https://www.oasisacademyisleofsheppey.org/curriculum/special-educational-needs-and-disabilities	Kent
Immingham	https://www.oasisacademyimmingham.org/curriculum/special-educational-needs-and-disabilities	North East Lincolnshire Council
Silvertown	https://www.oasisacademysilvertown.org/curriculum/special-educational-needs-and-disabilities	London Borough of Newham
Southbank	https://www.oasisacademysouthbank.org/curriculum/special-educational-needs-and-disabilities	London Borough of Lambeth
Brightstowe	https://www.oasisacademybrightstowe.org/learning/sen-overview	
Brislington	https://www.oasisacademybrislington.org/curriculum/special-educational-needs-and-disabilities	Bristol
John Williams	https://www.oasisacademyjohnwilliams.org/curriculum/special-educational-needs-and-disabilities	
Lord's Hill	https://www.oasisacademylordshill.org/learning/special-educational-needs-and-disabilities/send-local-offer	Southampton
Mayfield	https://www.oasisacademyamayfield.org/curriculum/special-educational-needs-and-disabilities	
Lister Park	http://www.oasisacademylisterpark.org/curriculum/special-educational-needs-and-disabilities	Bradford
Oldham	https://www.oasisacademyoldham.org/curriculum/special-educational-needs-and-disabilities	Oldham Council
Wintringham	https://www.oasisacademywintringham.org/curriculum/special-educational-needs-and-disabilities	North East Lincolnshire Council
MediaCity UK	https://www.oasisacademymediacityuk.org/curriculum/special-educational-needs-and-disabilities	Salford

All-through Academies:

Academy	Information Report Link	Local Offer
Don Valley	https://www.oasisacademydonvalley.org/curriculum/special-educational-needs-and-disabilities	Sheffield
Hadley	https://www.oasisacademyhadley.org/learning/special-educational-needs-and-disabilities	London Borough of Enfield
Shirley Park	https://www.oasisacademyshirleypark.org/curriculum/special-educational-needs-and-disabilities	London Borough of Croydon

Appendix C: Localised SEND procedures and protocols

When a child is identified as having SEN, the Class Teacher and SENCO will:

- Ensure that the child's parents/carers are aware of the local authority's Parent Partnership Service.
- Ensure that parents are kept informed from the start of any SEN provision and notify any changes.
- Use information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.
- Use the curricular and baseline assessment process to allow the child to show what they know, understand and can do and celebrate their strengths, as well as to identify any learning difficulties.
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents/carers about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.
- Involve parents in developing and implementing a joint learning approach at home and in school.

Deciding to place a child at Wave 2 or Wave 3 Support

The triggers for intervention through Wave 2 or Wave 3 support could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not met by the behavioural management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

What is adequate progress for children with SEN?

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- All children at the academy, whether SEN or not, are expected to make 3 to 4 points progress over a year from their starting points.
- Children on the SEN register can be tracked on a previous year's tracking sheet, which is deemed to be their academic stage by the Class Teacher and/or the SENCo.
- Closes the attainment gap between the child and their year group.
- Prevents the attainment gap growing wider.
- Is similar to that of children starting from the same attainment baseline, but less than that of the majority of children.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.
- Demonstrates that a higher level of independence is achieved.

When a class teacher or the SENCO identifies a child with SEN the class teacher should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. We provide quality first teaching (Wave 1) at OAA and if children are not making progress then intervention at Wave 2 will be introduced. Intervention at Wave 2 does not mean your child will be placed on the SEN register. At this stage, your child will have an Individual Teaching Plan in place with specific targets. See end of Appendix C for a copy of this.

If after suitable provision has been made and reviewed, **adequate progress** is not observed the SENCO will consider a move to Wave 3 support. This is characterised by greater involvement of external agencies.

Wave 3 Support

Where schools seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's ITP and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example educational psychologists may be required for this.

The SENCO will liaise with the educational psychologist making sure that the Psychology Service gives appropriate advice and support to both parents and colleagues. The SENCO can also make referrals to CAMHS (Children and Adolescent Mental Health Service) where it is appropriate and with the permission from parents.

The SENCO and class teacher, together with curriculum, English and maths leads and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. In some instances, improved management or alternative arrangements based on advice from health professionals may considerably reduce the child's special educational needs.

The resulting new ITP for the child should set out fresh strategies for supporting the child's progress. Although developed with the help of outside specialists, the strategies specified in the ITP should usually be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the ITP continues to be the responsibility of the SENCO with close liaison with the class teacher.

If the SENCO and the external specialist consider that the information gathered about the child is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the child's parents must be sought.

Where professionals and SENCO agrees an EHCP (Education Health Care Plan) can be applied for with the parent's consent.

For more information on EHCP please visit:

Manchester City Council

http://www.manchester.gov.uk/info/500132/special_educational_needs/628/information_advice_and_support_ias_manchester

Stockport Metropolitan Borough Council

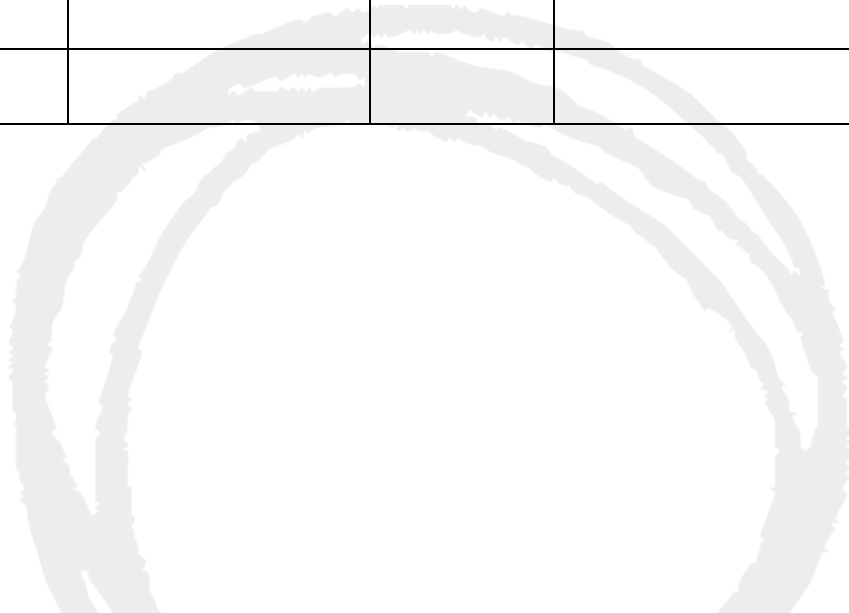
<https://stockport.fsd.org.uk/kb5/stockport/fsd/site.page?id=iDqCIHNNZPI>

Tameside Metropolitan Borough Council

<http://www.tameside.gov.uk/localoffer/families/ehcp>

NAME:		DATE OF BIRTH:	
TEACHING STAFF:			

DATE SET & YEAR GROUP	AREA OF NEED (SEMH / C&L / C&I / SENSORY & / PHYSICAL)	TARGET (SMART)	FREQUENCY OF INTERVENTION	DATE ACHIEVED	REVIEW COMMENTS



Document Control

Changes History

Version	Date	Owned and Amended by	Recipients	Purpose
1.1	Mar 2019	Chris Chamberlain	All OCL Principals	Update
1.2	Sept 2019	Chris Chamberlain	All OCL Principals	Update
1.3	Nov 2020	Chris Chamberlain	All OCL Principals	Update
1.4	May 2021	Chris Chamberlain	All OCL Principals	Update

Policy Tier

- Tier 1
 Tier 2
 Tier 3
 Tier 4

Owner

Chris Chamberlain

Contact in case of query

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Approvals

This document requires the following approvals.

Name	Position	Date Approved	Version
John Murphy	CEO, OCL	01.09.17	1.0
John Murphy	CEO, OCL	18.03.19	1.1
John Murphy	CEO, OCL	31.08.19	1.2
National Education Team	NET	31.08.19	1.2
NET	NET	16.11.20	1.3
NET	NET	17.05.21	1.4
Directors' Group	Directors' Group	17.05.21	1.4

Position with the Unions

Does the policy or changes to the policy require consultation with the National Unions under our recognition agreement?

- Yes

No

If yes, the policy status is:

- Consulted with Unions and Approved
- Fully consulted (completed) but not agreed with Unions but Approved by OCL
- Currently under Consultation with Unions
- Awaiting Consultation with Unions

Date & Record of Next Union Review

Location

Tick all that apply:

- OCL website
- Academy website
- Policy portal
- Other: state

Customisation

- OCL policy
- OCL policy with an attachment for each academy to complete regarding local arrangements
- Academy policy
- Policy is included in Principals' annual compliance declaration

Distribution

This document has been distributed to:

Name	Position	Date	Version
All OCL Principals	Principal	01.09.19	1.2
All OCL Principals	Principal	October 2020	1.3
All OCL Principals	Principal	May 2021	1.4