



SEND Policy

SEPTEMBER 2018

Oasis Academy Brislington

SEND Policy

OUR AIM

It is our ambition that students achieve their personal best.

We believe that all learners should be equally valued in college and strive to eliminate prejudice and discrimination through our ethos statement which is 'Excellence as Standard' and develop an environment where all learners can reach their full potential, flourish and feel safe.

Our Academy focusses on aspirations and attainment through high quality teaching and learning, specialist provision and interventions.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of, different groups of learners including:-

- Those with social, emotional and mental health difficulties – SEMH
- Those who have communication and interactions difficulties – CI
- Those with Autistic Spectrum Disorders – ASD
- Those for whom English is a second language – EAL
- Those who have cognitive and general learning difficulties – CL
- Those with medical conditions
- Those with physical and sensory impairments – PD, VI, HI

All of these needs are assessed on an individual basis and are addressed as soon as they are identified either by a classroom teacher in liaison with the SENCo/Educational Psychologist, by a parent or through a multi-agency approach. Interventions are targeted to ensure that students make progress.

We aim to ensure that our commitment to inclusion is achieved.

OBJECTIVES

- To identify and meet the educational needs of our students.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To ensure quality of opportunity for, and eliminate prejudice against, young people labelled as having SEN or disabilities.
- To identify their needs as they arise and to provide support and interventions as early as possible.
- To ensure that young people move on from us well equipped in the basic skills of literacy, numeracy and social independence, and with suitable qualifications to meet the demands of adulthood using a multi-agency approach where necessary.

- To involve parent/carers at every stage in plans to meet their child's additional needs.
- To involve the students themselves in planning and in any decision making that affects them.

Identifying Special Educational Needs

At Oasis Academy Brislington we pride ourselves in identifying the needs of students by considering the needs of the whole child and not just their special educational needs.

Identification of students needs is undertaken in a number of ways including transition liaison with Primary schools and then screening of Year 7 students in Term 1. From this data students are identified and appropriate interventions/support are commissioned. Inclusion Panels meet weekly to discuss students who do not make expected levels of progress and also address the social and pastoral needs of the students and identify appropriate provisions to be put into place.

Broad areas of need – the Code of Practice states:

Communication and Interaction

'Children and young people with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.'

Classroom Teachers are supported by the SENCo through discussion and the use of Individual SEN Profiles to allow appropriately differentiated work and tasks which accommodate the learning needs of individuals with speech, language and communications difficulties. If the classroom teacher is unable to address the needs wholly within the classroom then college based interventions are commissioned through Inclusion Meetings which include 360° Team Managers, Student Progress Leaders, the Attendance Officer and the SENCo. If Academy based interventions do not support the needs of the individual then the SENCo will seek to engage outside agency support such as Speech and Language or Educational Psychologist.

Autism Spectrum Disorder (ASD)

'Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.'

Students with a diagnosis of ASD are often placed within our ASD Specialist Centre through the Statementing/EHCP process. This base is staffed by Specialist Teachers and Teaching Assistants. Students who access this base also have access to mainstream classes when appropriate for their level of academic and social need. Students working at higher

academic levels are able to access a wider mainstream curriculum with the support of ASD Specialist staff.

In many cases the mainstream Academy is suitable for ASD/SCD.

Cognition and Learning

‘Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.’

The Academy has a Specialist Centre for students with Speech Language and Communication Need (SLCN). This Centre is accessed via the Statement/EHCP process as with the ASD Centre. Specialist staff, supported by Teaching Assistants work in small classes to support the learning needs of those students.

Specific Learning Difficulties (SLD)

‘Specific learning difficulties (SpLd), affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.’

Students who have a diagnosis SPLD, or who have been screened for SPLD tendencies are accommodated within mainstream lessons and their progress is monitored by the SENCo. Students will be tested and offered an intervention programme that meets their individual needs. This will be delivered by the SENCo or a trained Teaching Assistant. The school uses a range of ICT and individual/group sessions to address the difficulties faced by students at Wave 2 and 3 and the SENCo will provide classroom teachers with techniques to support learning at Wave 1 (classroom intervention level).

Social, Emotional and Mental Health Difficulties (SEMH)

‘Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.’

The Academy strives to support all students with SEMH difficulties through the SENCo, Student Profile Leaders, 360° Team Managers and Ibase. They work together to deliver group work around self-esteem and confidence and work with outside agencies on other programmes which support their work and that of the students in college. The Academy SENCo will also liaise with Educational Psychologists and Child and Adolescent Mental Health Services.

The Academy has a clear Behaviour Policy to support students which sets out how disruptive behaviour is dealt with so that it does not adversely affect other pupils. This is monitored by the Senior Leadership Team and SENCo through the Inclusion Panel, Middle Leaders Meetings and Senior Leadership Meetings.

Sensory and/or Physical Needs

'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.'

Students who have severe levels of need are accommodated within our SCLN Centre, as previously discussed. Students with Statements/EHCPs in mainstream classes are supported appropriately by Teaching Assistants. Physiotherapy and Hydro pool sessions can be built into their timetables.

Special Educational provision in schools

Classroom teachers are responsible and accountable for the progress and development of the students in their care and for differentiating work and language to accommodate their needs within their planning (Wave 1). Where this does not produce adequate progress due to an identified area of need the Inclusion Panel take action to put suitable interventions in place (Waves 2). Should this provision not meet their needs then advice is sought from outside agencies and professionals, Top Up funding is applied for and additional intervention strategies are utilized up to and including EHCP and possible change of provision from mainstream to Specialist (Wave 3).

Students who have a physical need, but no academic need, which can be accommodated within the mainstream classroom without the need for additional support are not placed on the SEN Register.

Students with attendance and punctuality issues or welfare issues around housing or social deprivation are supported through the Academy behaviour policy with the support of 360° Team Managers, alongside those who are in receipt of Pupil Premium and are not placed on the SEN Register.

Students with EAL are supported in their language acquisition by a Teaching Assistant trained to use an ICT programme to support their learning. They are only placed on the SEN Register if they have been assessed as having an additional need.

A Graduated Approach to SEN Support

The Code of Practice suggests that students are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching). Teachers are therefore responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

High quality teaching will include differentiation to meet the needs of individual students and this is the first step in identification of students who may have needs which are additional to, or different from, other students in the classroom. Additional intervention and support will supplement the work of the class teacher and enhance their learning and development in order for them to access the curriculum independently of support.

The Academy monitors the quality of lesson delivery. The Academy's policy on teaching and learning is 'Every lesson, Every day, Good or Better'. Student profiles are written by the SENCo and all staff have access to them, to ensure a consistent approach to the learning needs of the students. SEN profiles include attainment levels, pastoral information collected from previous years (in Year 7 information collected from Primary schools during transition visits), all medical concerns and strategies to use in the classroom.

The decision about whether to make special educational provision is taken in several ways. Transition discussions with Primary SENCos is the first step. This identifies possible need through transition into Year 7 whether for pastoral support or academic. Students are then screened for reading and spelling. Once the initial cohort is identified further testing is undertaken to ensure that appropriate provision is put in place.

Inclusion Panel Meetings monitor student progress on a fortnightly basis. These meetings look at attainment and barriers to learning. These meetings track behaviour patterns such as non-attendance, behaviour, friendship issues all of which may be indicators of self-esteem and confidence and by looking at consequence entries and teacher concerns, this further identifies a need as it arises. These meetings then agree next steps to either increase level of support or to cease provision. When students are identified as not making expected levels of progress by class teachers and members of the Inclusion Panel, interventions are then commissioned in order to support them further. Assessing to diagnose possible causes for lack of progress will be carried out by SENCo and appropriate interventions will then be carried out either through Wave 1 provision within the classroom by the classroom teacher. If this has already failed to make an impact then the student will be moved to a Wave 2 provision whereby they will be taught in small groups or 1:1 in order to support them through their difficulty. When the issues have been addressed and exit criteria met students will revert to Wave 1 provision and no longer be considered to have SEN.

If students have not made expected progress following Wave 1 and 2 provision, the SENCo will refer to an appropriate external agencies such as Educational Psychologists, CAMHs, School Nurse, Bristol Autism Team or counselling. Following support and guidance from these professionals' appropriate referrals/provisions will be commissioned from the Local Authority following a Top-Up Application for funding.

Where students have statements/EHCPs the college has a duty of care to follow the statutory guidelines laid out in the individual student's paperwork.

Whole school provision maps are in place to ensure that all students' needs are met through appropriate funding allocation. The Provision Map clearly shows which students are accessing which funded resources and interventions with clear entry and exit criteria. This provision map is also clearly costed to show how all funding will be utilized.

The Academy's cycle of assessment and data collection, together with individual testing as a result of concerns raised in Inclusion and Resource Allocation meetings is used to assess student need and then allocate places on funded provision. Each individual interventions are carefully planned to ensure that students are able to meet the exit criteria for that intervention and once they have accessed the provision for the given period of time (normally termly) their progress is reviewed and a decision taken by Inclusion/Resource Panels to decide whether additional support is needed or whether it is withdrawn and students are deemed to be making appropriate progress.

For students with Statements/EHCPs the assessment has already taken place and the plans are in line with their statutory provisions. These interventions are overseen by the SENCo. Review is then carried out termly with Teaching Assistants/SENCo to ensure students are making the necessary progress and reviewed yearly through the Annual Review process. If at the Annual Review it is decided that the current provision is not adequate then Top Up applications are drawn up by the SENCo and a decision from the Local Authority is sought.

Parents and Carers, alongside students are informed at all levels and are invited to take part in the planning and review process.

Managing Pupils needs on the SEN Register

The cycle for assessing, planning, delivering, reviewing and recording provision is planned by the SENCo. The SENCo has responsibility for keeping this information current. It is reviewed three times per year at the end of the Christmas term, at the end of the term prior to Easter and at the end of the school year. The day to day delivery, however, is monitored weekly in Inclusion Panel meetings, in order to ensure that individual students who begin to fall into a category of need, or improve to not require support are accommodated within the framework.

If as a result of Wave 1 and Wave 2 interventions students do not make appropriate levels of progress towards their targets, the SENCo will seek to engage the services of outside agencies through consultation with the Educational Psychologist, having first consulted with parents and gained their permission to do so. The evidence needed to inform this consultation is gathered from SIMS data, information gathered from Inclusion Panel meetings and teacher/teaching assistant observations on interventions already tried. It may also be necessary for the SENCo to do a series of observations to establish criteria for the referral process.

If the needs of the individual student are relating to health issues, then a referral will be made to the School Nurse in consultation with parents or parents may be asked to take their child to see a GP and request a referral to a particular agency. Referrals to health professionals cannot be carried out by the Academy and therefore a school nurse referral must be completed in order to gain access to agencies such as Child and Adolescent Mental Health services or Community Paediatricians.

When a decision is made to seek additional support from specialist services the SENCo is responsible for costing and engaging this support. It is costed through the provision map and where necessary Top Up funding is applied for to enhance the current funding. It is vital to remember that such funding is only available if the Academy has already supported to the level of the School Formula Funding (above £10,000). If costed interventions exceed this sum then a Top Up application will be sought. (Please refer to SEN Provision for Bristol, Bristol Universal Descriptors). Families and students must be included in any discussions regarding moving to Top Up funding which is carried out via an Annual Review.

The SENCo should ensure that:

1. A continuum of provision is provided and coordinated throughout the Academy (see Appendix A)
2. Parents/carers are regarded as partners and are involved at all stages of identification, assessment and provision
3. Specialist staff are employed to meet the varying types of need
4. A suite of well-resourced specialist rooms are within the main building along with the ASD centre (in a separate building)
5. All teaching and appropriate support colleagues are aware of the stages of the Code of Practice
6. Concerns or complaints are acknowledged within 24 hours and investigated within 7 working days
7. The Assistant Vice Principal - Inclusion, the SENCo and teaching colleagues, as appropriate, should use a staged model for assessing SEN (Wave 1, 2 & 3 via Inclusion Panels)
 - Initially, the tutor and the class teacher should take responsibility for supporting the student's progress through the college's Monitoring Procedures
 - At Wave 1 the classroom teacher will use appropriate strategies to enable all students to make expected levels of progress
 - At Wave 2 the SEN team within the Academy should take responsibility and support the student with needs that are additional to and different from quality first teaching.
 - At Wave 3 the SEN Team should draw upon the support services available to the college and consult if appropriate. They may request the Local Authority to support application for additional funding or to draw up an Education, Health and Care Plan.
8. The SENCo along with teaching colleagues involved in the processes outlined in 7 above should ensure that:
 - Information is collected from everyone who is working with the student, including the student themselves and parent/carers
 - Support is monitored and progress recorded and an exit criteria has been agreed
9. The SENCo should ensure that guidelines exist detailing how identification, assessment and provision for students with SEN are met.
10. Curriculum leaders should ensure an appropriate minimum entitlement curriculum for all students with SEND

11. The SENCo should ensure an appropriate development programme is in place for all those working with young people with SEND and that this programme is reviewed in line with the Academy's Continual Professional Development Policy.

Criteria for exiting the SEN Register/Record

Students are removed from the SEN Register/Record when the Wave 2/3 intervention has been successful and the student is no longer in need of a Wave 2/3 intervention.

Supporting Pupils and Families

Please refer to Bristol Local Authority local offer (Regulation 53, Part 4) for guidance on how the Academy needs to meet the needs of students. Please also refer to the SEN Information Report; Regulation 51, Part 3, section 69(3) (a) of the Act.

The SENCo and the 360° Team Managers can advise on other agencies who can support both students and their families.

For our admissions policy please see the Oasis Academy Brislington website www.oasisAcademybrislington.org

Students with additional educational needs are considered for admission to the Academy on exactly the same basis as for those without additional educational needs, Prior to starting Academy, parent/carers of young people with a Statement/EHCP will be invited to discuss the provision that is available to meet their educational needs.

The Academy ensures that students with SEN are supported through transition in Year 6 to the end of Post 16 provision.

In the Summer Term members of staff visit feeder Primary Schools to speak with teachers and the SENCo, in order to ensure a smooth transition for all students. Additional transition visits are arranged, when necessary. Information gathered then informs their One Page profiles and is shared with class teachers, in order that the needs of the students are catered for from the first day of term.

When students move into Key Stage 4 they are assessed for exam dispensation where necessary to ensure they are able to access exams, this is carried out by a the SENCo who is qualified to make these judgments. Examination invigilators are employed to work 1:1 or in smaller room settings in order to allow access to scribes and readers where necessary.

For Year 11's with a statement/EHCP, the SENCo will liaise with Learning Partnership West to ensure appropriate provision for those students who will need support to transfer to college placements, work placements or Post 16 provision. Students and Parent/carers are also involved in these discussions and the views of students form the basis of provision offered.

All students with medical needs will have a Care Plan available to ensure that staff are fully aware of their medical needs and health issues. This document is on display in workbases and first aiders have a copy also.

Supporting Students at Oasis Academy Brislington with Medical Conditions

The Academy recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the will comply with its duties under the Equality Act 2010.

Some students may also have special educational needs and may have a statement/EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Supporting a child with a medical requirements is a partnership working between school staff, healthcare professionals (and, where appropriate, social care professionals), local authorities, and parents and pupils.

Identified staff have responsibility for individual students for whom a medical need has been identified or diagnosed. At least two members of staff are named on a student's care plan to ensure that there are always members of staff available who know the student's needs in depth.

Regular contact is maintained with the health service via the school nurse and primary mental health specialist. Social Care is contacted via the multi-agency procedures laid out by the LA, Social Care and Police. The Designated Child Protection Officer must be informed of any contact made.

Oasis Academy Brislington endeavours to make all trips inclusive by planning in advance and using accessible places. All students who need support will be provided for to the best of our ability, however there may be facilities which are not wheelchair accessible and although we take great care to fully include all students there may be occasions where, through no fault of our own, it is not possible to include wheelchair users. Staff who accompany students with medical conditions are fully trained and understand how to administer the necessary medications appropriately whilst on trips.

Monitoring and Evaluation of SEND

SEND data is analysed to help us plan future provision.

The SENCo will meet with the SEND governor to discuss Inclusion and current SEND concerns. The SEND governor will lead governor monitoring of the Inclusion and SEND policy through sampling, observations and other procedures to be agreed annually. Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Training and Resources

The SENCo attends regular cluster meetings to update and revise developments in Special Educational Needs and Inclusion issues in the local area. Various additional educational needs and inclusion issues are targeted each year through the Academy's long term goals and the academies development Plan. In service training and individual professional development is arranged to match these targets. In-house additional needs and inclusion training is provided through staff meetings/briefings by the SENCo.

Roles and Responsibilities

SENCo	-	Mrs Julie Newman
Director of Specialist Centre	-	Miss Audrey Bennett
SEND Academy Council Member	-	TBC

(For further information please see Appendix A)

Storing and managing information

All documents relating to SEN are stored within administration facilities. Access to confidential information and child protection information is strictly controlled. Only information about the current academic levels and of a relevant nature to the learning needs of the individual student are shared with all staff.

Reviewing the policy

This policy will be reviewed on an annually or sooner if legislation affecting any aspect of this policy is revised by local or national government.

Accessibility

Oasis Academy Brislington is a single site college that opened in February 2015 as a completely new Academy. The Academy works in partnership with SKANSKA to provide a totally inclusive building. There are disabled toilets in all areas of the building. We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired students. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimized (part-carpeting, quiet areas) in most areas. The building reflects a passive supervision ethos where students and adults work alongside each other. Students requiring equipment due to an impairment will be assessed in order to gain the support that they require.

The Academy has wheelchair access to all rooms and 3 lifts in order to ensure students and employees are able to move around independently where appropriate to do so.

Within our Specialist Centre we have specialist equipment to enable students to access the physical environment of the school which include hoists, a fitted food technology room and a hydrotherapy pool with areas for physiotherapy and occupation therapy to take place. We also have a multi-sensory room and a 'calming room' in both Specialist Centres.

All classroom teachers use strategies which improve the delivery of the curriculum and access to written information. Teaching assistants differentiate or enlarge written information provided such as handouts, timetables and information about school events.

Details of our plans and objectives on improving environmental access are contained in the Oasis Academy Brislington Equality policy.

Parents and carers can contact all staff in the Academy via email by using their first name, followed by a full stop and their surname followed by @oasisbrislington.org. Parents can contact the college at any time by using either email or telephone contact. Staff respond to emails and telephone calls within 24 hours. If parents wish to speak in person to a member of staff they need to make contact via email or telephone to make an appointment.

Dealing with Complaints

If a parent/carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCo who will try to resolve the situation. If the issue cannot be resolved within 10 working days, the parent/carer can submit a formal complaint to the Principal in writing or any other accessible format. The Principal will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the Academy's Complaints Policy. This is available, on request, from the Academy.

Bullying

The Academy uses a restorative justice approach to all bullying issues. Bullying is taken very seriously and is dealt with via the Academy's behaviour policy.

(Please see Bullying Policy for more detail)

The Academy is fully inclusive and strives to engage all students to engage with each other in a calm and pleasant manner. The Oasis Academy Brislington quality mark is Work Hard, Look Smart, Be Nice. Students are held to account via the Behaviour Policy and the Home School Agreement, which is signed by student, parent and the Principal.

All staff at the Academy are Level 1 trained in E-Safety.

APPENDIX A

CONTINUUM OF PROVISION

Oasis Academy Brislington is committed to offering a continuum of provision so that whatever the degree or type of Special Education Need it can be met in an inclusive environment. The range of provision includes:

- **ASD/SLCN Specialist Centre (55 places)**
- Training and guidance for staff
- Support for parent/carers
- Identified strategies and groupings deployed by each faculty
- Post 16 students and parent/carers working under the guidance of the normal teacher
- Teaching Assistants trained in individual medical needs.
- 360° Team Managers and Learning support assistants who are trained to respond to specific needs
- Targeted in class support by subject specialists and special needs teachers
- Small group intervention
- Social skills groups
- Sheltered accommodation for the most vulnerable at break and lunch times
- Intensive literacy programmes
- Intensive numeracy programmes
- Provision detailed in students statements/EHCPs
- Behaviour provision through IBase, KS3/KS4
- Partnership working with external agencies as appropriate
- Access to health services through the School Nurse
- Close links with physiotherapists.

