

Oasis Academy John Williams - SEND Policy

OUR AIM

It is our ambition that students achieve their personal best.

We believe that all learners should be equally valued 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, personalised provisions 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/Social Communication
- 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 John Williams, 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 regularly 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.

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.

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, specific strategies 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 Academy 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.’

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.

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 the Access Learning base. 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 the Academy. 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.'

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. Where this does not produce adequate progress due to an identified area of need additional support is put in place. 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 School.

Criteria for exiting the SEN Register/Record

Students are removed from the SEND Register when they have made progress and no longer meet SEND criteria.

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.

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 the 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.

Monitoring and Evaluation of SEND

SEND data is analysed to help us plan future provision.

The Assistant Vice Principal - Inclusion will meet with the SEND representative on the Academy Council to discuss Inclusion and current SEND issues.

Roles and Responsibilities

The Assistant Vice Principal – Inclusion	-	Mrs Vicki Black
SEND Manager	-	Mrs Cathryn Munro

(For further information please see Appendix A)

Reviewing the policy

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

Accessibility

Oasis Academy John Williams is a single site Academy. There are disabled toilets in all areas of the building, which is itself wheelchair accessible. 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.

APPENDIX A

CONTINUUM OF PROVISION

Oasis Academy John Williams 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:

- Training and guidance for staff
- Support for parent/carers
- Identified strategies and groupings deployed by each faculty
- 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
- Access Learning base available during unstructured times
- Intensive literacy programmes
- Intensive numeracy programmes
- Provision detailed in student's statements/EHCPs
- Partnership working with external agencies as appropriate
- Access to health services through the School Nurse