



SEN&D Policy

Reviewed: December 2017
For Review: December 2018

This policy is written in line with the requirements of:

-Children and Families Act 2014 SEN Code of Practice
2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014 Part 3
Duties on Schools – Special Educational Needs Co-ordinators Schedule 1
regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority
in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012 SI

2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies

Behaviour/Discipline Policy, Equalities Policy, Safeguarding Policy, and Complaints Policy

This policy was developed with representatives from the Academy Council, the
Parent Council and parents of children with special educational needs and will be
reviewed annually.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which
calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or
she:

- (a) Has a significantly greater difficulty in learning than the majority of others
of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use
of facilities of a kind generally provided for others of the same age in

mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2014, p5)*

1 The kinds of special educational need for which provision is made at the school

At Oasis Academy Isle of Sheppey we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, asperger’s syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: Hearing Impaired, Visually Impaired, Physical Disabilities, Autistic Spectrum Disorder, Specific Learning Difficulties and Moderate Learning Difficulties. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEN

At Oasis Academy Isle of Sheppey we monitor the progress of all pupils four times a year to review their academic progress. We also use a range of assessments with all the pupils at various points

Examples of universal assessments used at the Academy:

Cognitive Ability Tests on the Year 6 transition day

Reading and spelling tests at various points in KS3 and KS4.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are:

- specific subject-based interventions
- family pastoral support interventions.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Oasis Academy Isle of Sheppey, we have access to external advisors who are able to use the following assessment tools:

Boxall Profile – M Fairfield

Various Speech and Language Assessments – Speech Therapist

Various cognitive assessments – Ed Psychologist

Dyslexia: G Simmance

Irlens: G Simmance

Access arrangements: G Simmance

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined/revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

Examples of specific support are:

1 to 1 support in the classroom

small group work with TA

Time in Learning Support Unit (VES)

SULP: Social Use of Language Programme

SPIN: Specific Programme Investigating Negativity

Speech and Language

FIZZI: Handwriting, fine and gross motor skills

STEP UP: Behaviour modification

Dyslexia Programme

ReadWrite and SoundsWrite

EAL support

Access to outside agency support i.e. Specialist teacher for behaviour Transition Provision in years 7 and 8

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between rate of progress
Widens the attainment gap

For pupils with a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked four times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Oasis Academy Isle of Sheppey are the ones listed in Section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and

support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At Oasis Academy Isle of Sheppey, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

3e additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and if a student requires support above that amount we are able to claim for High Needs Funding from the Local Authority.

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Oasis Academy Isle of Sheppey are available to pupils with special educational needs either with or without a statement of special

educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

3a support that is available for improving the emotional and social development of pupils with special educational needs

At Oasis Academy Isle of Sheppey, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance during mentoring time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following access to counsellor, mentor time with member of senior leadership team, external referral to CAHMs and time-out space for pupil to use when upset or agitated.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

4 The name and contact details of the SEN Co-ordinator

The SENCO at Oasis Academy Isle of Sheppey is Mrs Karen Gill, who is a qualified teacher and has worked in the educational setting of Sheppey for over 10 years. She is supported by two Assistant SENCOs; Mrs Martine Fairfield on the West Campus and Mrs Gwen Simmance on the East Campus. Mrs Gill can be contacted via the Assistant SENCOs on either site:

01795 873591

or by email:

Karen.Gill@oasisofsheppey.org

Martine.Fairfield@oasisleofsheppey.org

Gwen.Simmance@oasisleofsheppey.org

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

Teachers and teaching assistants all participate in a continuous professional development programme of SEN awareness training.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, ASD unit at the Abbey School, Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Physio therapist, Dyslexia Specialists etc. The cost of training is covered by the notional SEN funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Oasis Academy Isle of Sheppey are invited to discuss the progress of their children at least once per year, receive a grades analysis four times each year and receive a written report once a year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional strategies or interventions through the different subject faculties to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following these normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the Academy Council relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Oasis Academy Isle of Sheppey are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns the class or subject teacher, the Family mentor, the Family Leader, the SENCO or the Principal to resolve the issue before making the complaint formal to the Chair of the Academy Council.

If the complaint is not resolved after it has been considered by the Academy Council, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the Academy Council involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The Academy Council have engaged with the following bodies:

Name of External Agency	Explanation
School Nurse	Provides support to young people and their families and can liaise with GP's and other medical professionals
EH&PS	Early Help & Preventative Services. External Agencies and school work together to support a young person and their family
Family Matters	Counselling Service for young people and adult survivors of sexual abuse and rape
Inside Out	Outreach Service for Young People providing 1:1 support for up to 6 sessions
Swale Social Care/Services	Provides intensive support for the whole family
Educational Psychologist	To assess and provide strategies with regards to students learning. Generally in line with the Statementing process
Ufton House	Key Stage 3 centre for hard to place or Permanently Excluded students. Can also provide observations and strategies
Virtual Schools Kent	Track and Monitor educational progress of young person who are in Local Authority care. VSK can offer support to schools and the young person
CAMHS (Children and Adolescent Mental Health Service)	Provide counselling and mental health support including ADHD/ASD in those over 11

Young Healthy Minds	Early intervention providing counselling and emotional support
Local Inclusion Forum Team (LIFT)	Provides access to educational based interventions and support.
Educational Welfare Officer (EWO)	Helps to track and monitor poor attenders and by working with the family and school can support in finding solutions for persistent absences.
Speech and Language Therapy (SALT)	Speech and Language therapists assess and treat speech, communication and language concerns
KCA Drug, Alcohol and Mental Health Service	Delivers innovative drug, alcohol and mental health services tailored to meet local needs
KCA Stronger Families	Works intensively with the whole family in order to support regarding a number of issues including offending behaviour, employment, school attendance and health and well-being
Partnership with Parents (PWP)	Supporting young people with special educational needs and their families in securing specific advice and support. Completely impartial, free and confidential
ADHD Specialist Nurse	Gives support and advice to families and young people diagnosed with ADHD

Membership of professional networks for SENCO: SENCO forum and NASEN

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

HELPLINE: 03000 41 3000

E-mail: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Telephone: 03000 412 412

<http://www.kent.gov.uk/kpps>

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Oasis Academy Isle of Sheppey, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

The SENCO/Asst SENCOs meet with all primary feeder schools

Pre Transition visits for students identified by primary staff in a small group tours/visits on request

Additional information provided to staff to ensure needs are met

We also contribute information to a pupils' onward destination by providing information to the next setting.

13 Information on where the local authority's local offer is published. The

local authority's local offer is published on

<http://www.kent.gov.uk/education-andchildren/special-educational-needs>

Parents without internet access should make an appointment with the SENCO for support to gain the information they require.