

Oasis

academy  
Watermead

## SEND Policy



# Oasis Academy

## Watermead SEND Policy

### Section 1

This SEND policy is a key document to support the best possible inclusive practice in our academy. It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their potential to secure the best possible learning outcomes and engage successfully in all aspects of the wider school community.

This policy was developed through consultation with the staff whose views contributed to this policy. It complies with the statutory requirements and guidance set out in relevant legislation and documents.

The policy is available on our website or hard copies are available from the academy office.

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Our Special Educational Needs Coordinator (SENCO) takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEN support. Our SENCO also contributes to the strategic development of SEN provision.

The Interim-SENCO role is undertaken by our Principal

Adam Dawson

who can be contacted via email or through the school office:

Email address: [adam.dawson@oasiswatermead.org](mailto:adam.dawson@oasiswatermead.org)

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### Ethos

The ethos of Oasis is an expression of our character and permeates everything we do. Inspired by the life, message and example of Jesus Christ, we are committed to fostering:-

- a passion to include everyone
- a desire to treat everyone equally, respecting differences
- a commitment to healthy and open relationships
- a deep sense of purpose that things can change and be transformed
- a sense of perseverance to keep going for the long haul.

Due to our strong emphasis on inclusion, we warmly welcome the framework set out in the Equalities Act 2010 and are passionate about welcoming children regardless of their background, faith or race.

## Education Charter

The Education Charter explains how our ethos impacts our work across all Oasis academies and is presented as a statement of identity. Students at Oasis Academies encapsulated these values in this charter through the following statements:

We are community – we are relationships. We are learning –

we are achievement. We are unique – we are inclusive.

We are enjoyment – we are perseverance. We are hope – we are future. We are Oasis

## Section 2

### Aim

Our aim for pupils with SEN at Watermead is simple; that all children will be treated equally with the highest aspirations and expectations. We see each and every child as unique with their own individual pathway to learning.

All children learn at different rates and in different ways and there are numerous factors which may potentially affect achievement; including ability, emotional state, age and maturity.

### Objectives

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

Children experiencing barriers to learning will be identified at the earliest opportunity and solution focused SEN provision will be planned for and implemented.

We ensure that children and young people with SEN can engage successfully in all school activities alongside pupils who do not have SEN, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and the wider school learning environment.

Responsibility for provision for pupils with SEND remains an integral part of the whole school provision. Every teaching member of staff in school is a teacher of SEN. We draw on the expertise of others within Watermead and through forging strong links with outside agencies we believe that we can provide the specialist provision that some children may need in order to flourish.



Oasis Academy Watermead ensures a high level of staff expertise to meet pupils' need through shared and targeted training/continuing professional development. We work in close partnership with parents, Sheffield Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision.

We aim to promote independence and resilience in pupils with SEND so that they are well prepared for transition to the next stage in education.

The role of the SENCo is crucial in collaboration with the Principal and Academy Council in determining the strategic development of the SEND policy and provision for SEN within school.

### **Section 3** **Identification**

Watermead uses the definition of SEN and disability as set out in the SEND code of practice January 2015.

Children have special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them, that is they have a significantly greater difficulty in learning than the majority of others the same age or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

There are four broad areas of Special Educational Needs as set out by the Code of Practice these are;

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health
- Sensory and/or Physical disabilities

Whilst these categories allow to plan for provision, drawing on specialist support where necessary, the needs of the 'whole' child will be paramount in making any plan for support. Within this we also recognise that a child's needs may fall into more than one category and may change over time.

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity. This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate
- Termly tracking of all pupils to monitor rates of progress and attainment
- Concerns raised directly by parents, teachers or other agencies

As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.



**In determining whether a pupil may have SEN, consideration will also be given to other factors which may be affecting achievement including;**

**Disability**

**Attendance & Punctuality**

**English as an additional language**

**(EAL) Family circumstances**

**Economic disadvantage**

**Attention will be given to those children displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEN.**

#### **Section 4**

#### **Identification, Assessment & Provision**

**Identification, assessment and provision is a matter for whole school and forms part of the whole school assessment and planning cycle. Quality first teaching takes into account the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or difficulties in other areas of development, fall significantly outside the expected range, may have special educational needs.**

**Before deciding that a pupil requires additional SEND support the SENCO and class teacher will review current arrangements to meet the child's needs. This will look at Quality First Teaching which includes targeted and skillfully differentiated learning along with the support of additional adults on a daily basis. At this point the class teacher supported by the SENCO may consider any further modifications and adaptations that should be put in place to support good progress.**

**If it is felt that additional support is required then a request for support form (see appendix) will be completed by the class teacher.**

**At this point parents will be invited to discuss how their child's needs can be best met. When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer Additional SEN Support.**

**Parents will be formally notified that their child will receive this additional support and placed on the SEN register where his/her progress and provision can be monitored more closely.**



## **The SEN Register**

**The register provides an updated record of all pupils receiving additional SEN support so that: progress and achievements of pupils with SEND can be more closely monitored**

**there is an overview of the range and level of need across the school**

**school provision reflects and is responsive to current profile of need**

**The Sheffield support Grid will also be used to make a judgement about the area of need and also to ensure that appropriate provision is put in to place**

**Close monitoring of this register also provides evidence to show impact of the school provision for pupils with additional needs. The register will be reviewed each half-term during pupil progress meetings, although children can also be added or removed from the register at any time in between. In addition a Speech and Language register will be kept which lists the children currently receiving speech therapy and a vulnerable children register.**

## **One Page Profiles**

**Once a child has been identified as having SEN, the adults involved with the child including parents, support staff and advice from other agencies will be involved in setting short- term targets through the creation of a one page profile. This details the strengths and needs of the individual child and the support they need on a daily basis in order to promote well-being and progress. One page profiles are shared with the child, parents and school staff including play leaders and midday staff and kept in key areas as a visual prompt for the child and all adults working with the child.**

**Profiles will be formally reviewed on a half termly basis in a 'review meeting' attended by all adults involved with the child, the SENCO is responsible for planning and facilitating the review meeting. The class teacher is responsible for providing evidence to show progress towards the targets set and setting new targets towards the long term outcomes identified.**

## **SEND support log**

**The SENCO is responsible for keeping a log for each child on the SEN register which will detail the work done, by whom and when.**

**The views and opinions of parents/carers and the children themselves are important and account will be taken of their wishes and aspirations. Parents and carers will be able to participate as fully as possible in decisions after being provided with the information and support necessary to enable participation in these decisions. Both the child and parents/carers will be supported to facilitate the development of the child to help them achieve the best possible outcomes, preparing the child, over time, effectively for adulthood.**

## **ASSESS:**

**Once identified as requiring additional SEN support a more detailed assessment of the pupil's needs will be carried out. This may include discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as a speech and language therapist. The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties.**

Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

**PLAN:**

The school will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

Be outcome focused and shared with parents, child and all staff involved.

**DO:**

In addition to quality first teaching, children may require an educational intervention. This may take the form of work on a 1:1 basis with an adult or within a small group. A clear baseline will be established and progress measured throughout. Interventions will be monitored within the whole school monitoring of teaching and learning framework. Staff carrying out interventions will be responsible for recording the planning and feeding back to the SENCo on its effectiveness.

**REVIEW:**

School staff and parents will closely together to bring about the best outcomes for the child. Following initial discussions and reviews, parents will be kept in regular contact with the SENCo and class teacher regarding the educational welfare of their child. During review meetings there will be a focus on the strengths of the child and next steps. The views of the child and parents are paramount in this and any request to improve provision will be welcomed and considered carefully. During the review school staff will be interested in how the child is progressing at home and may offer advice and support for strategies to be trialed at home too. In addition to review meetings

## **Section 5**

### **Removal from the register**

During the review stage of the Plan, do, review cycle it may be decided that the child has made sufficient progress or achievements towards specific outcomes and no longer needs additional SEN support. If this is the case then parents will be formally notified and the child's name will be removed from the SEN register. Progress will continue to be monitored within the whole school pupil progress monitoring systems. It is important to note that all children with additional SEN are expected to make progress towards targets and 'progress' alone will not constitute the removal from the SEN register.

## **Section 6**

### **Supporting pupils and families**

Information regarding what our academy can offer is available through the link on our website to the Local Offer. More specific information is also available on our SEND Information Report accessible on the Academy Website.

### **Transition Arrangements:**

These are the arrangements to support pupils with SEN moving into the school, within the school or moving to a different school. The academy is proactive in seeking to ensure that there is a successful transition between each phase of education and this is a key responsibility of the SENCo.

For pupils joining the school in our Reception/Nursery classes the SENCo will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.

Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed 'Transition Plan' which sets out clearly how the move or transition will be managed, each case will be looked at individually based on the needs of the child and family. This is likely to be the case where the child has a Statement or EHC plan.

For pupils moving to secondary school or to a different school, the SENCO will make contact with the new school to share relevant information. As above, where the child has significant needs or has a Statement or Education Health and Care Plan, there will be a formal transition meeting with parents, pupils, representatives from the new school and other key professionals to ensure there is continuity in the range and level of support offered.

## **Section 7:**

### **Supporting children with medical needs**

In compliance with revised statutory guidance arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential. These arrangements are set out in Individual Health Care Plans (IHC's).

The IHC plans will detail the type and nature of support that will be available. They will be written in consultation with parents, families and health professionals. IHC's will be shared with all relevant staff in school and be reviewed regularly (termly) or whenever the need arises.

Where a pupil with a medical condition also has a disability or SEN the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a



coordinated approach. Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties. Full details on the arrangements to meet the needs of pupils with medical conditions are set out in a separate policy which can be obtained through the academy office.

### **Section 8:**

#### **Monitoring and evaluating SEND**

This is primarily done through the whole school monitoring and evaluation process. The SENCo will be responsible for monitoring the provision for pupils with SEND through observations, planning scrutiny and work scrutiny, in addition there will also be an annual audit of SEND carried out by the SENCo. Targets for children will be monitored and reviewed through both SEND review meetings with parents but also as part of the schools pupil progress cycle. In addition the progress of children with identified SEND undergoes analysis in accordance with national levels, through this analysis any targets or actions required by the academy will be detailed and prioritised in the school development plan for the coming year. The SENCo will also report to the Academy Council each term.

### **Section 9:**

#### **Training, funding & resources**

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEN support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation. Further funding is available for pupils with high level needs and is known as additional funding. It is the role of the academy and SENCo to apply for this funding within given assessment criteria's based on the 7 areas of need. This funding is specific for the named child.

The SENCo attends training in the form of briefings on a regular basis, which enables them to keep abreast of local and national initiatives.

The academy staff currently have a vast range of skills and expertise in many areas of SEND. Opportunities arise within weekly staff development meetings to disseminate SEND information relating to updates and provision.



**Section 10:**

**Roles and responsibilities**

All teachers are a teacher of SEND; however the SENCo has overall responsibility for the day to day implementation of the policy and provision for children with SEND.

A member of the academy council also has a role in overseeing SEND policy within the school.

The Local Offer:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>

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