Ormiston Academies Trust

Ormiston Horizon Academy
Special Education Needs and Disabilities (SEND) policy

Policy version control

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Scope of this policy

This is the Ormiston Academies Trust (OAT) SEND policy which complies with all statutory requirements, including those relating to the legislation contained in the Equality Act 2010, the Children and Families Act 2014 and follows the statutory guidance within the SEND Code of Practice: 0 to 25 years (2014)

The Ormiston Academies family comprises primary, secondary and special schools, as well as a number of specialist bases/resourced provisions. This policy is relevant to all types of setting.

In addition to the SEND policy, academies publish further details of their local SEND arrangements on their academy website. This information will always include the SEN Information Report, information on the local offer and the contact details of key staff involved in SEND provision.

[Insert links to academy *SEN Information report* **and** *Contacts and responsibilities information* on academy website – see Appendix 1 for form] *Lesley will add once the website copies have been checked & updated where necessary*

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1. Key principles

1.1. OAT is a values-led organisation and one of its four key values is to 'be inclusive'. Inclusivity is therefore a key cornerstone of achieving more together.

1.2. Five key principles underpin OAT's approach to inclusion and provision for pupils with SEND:

1.2.1. SEND is a whole school responsibility requiring everyone in school to work together to make sure that a child/young person with SEND gets the support they need

1.2.2. All academies are inclusive and will make sure that they include pupils with SEND in all aspects of academy life

1.2.3. Collaborations and partnerships between home and school are key to successful outcomes

1.2.4. Pupils' views, needs and interests will always be considered when making decisions

1.2.5. OAT academies will always seek to identify pupils' needs as early as possible and provide high quality support working in partnership with parent/carers, and outside agencies when needed

'Inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights.'

(*The Salamanca Statement and Framework for Action on Special Education Needs*, 1994)

2. Legal Framework

2.1. This policy has due regard to legislation, including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986

2.2. This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) updated 16 August 2017 'Supporting students at academy with medical conditions'
- DfE (2016) updated 2 April 2020 'Keeping children safe in education'
- DfE (2015) updated 21 February 2019 'Working together to safeguard children'
- DfE (2014) updated 19 September 2019 'Academy admissions code'

3. Definition of SEND

3.1. A pupil has a SEN where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. For example, a pupil may have:

- A significantly greater difficulty in learning than the majority of others of 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 in mainstream schools

3.2. The Equality Act 2010 states that a pupil has a disability if they have:

3.2.1. 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

- Physical or mental impairment includes sensory impairments, such as those affecting sight or hearing
- 'Long term' means that the impairment is likely to last for the rest of a person's life or has lasted at least 12 months or the total period for which it lasts is likely to be at least 12 months
- 'Substantial' means more than minor or trivial

3.3. There are four broad areas of need outlined in the SEND Code of Practice. Pupils may have needs that overlap one or more areas and detailed assessments should ensure all needs have been identified. The broad areas of need are:

3.3.1. **Communication and Interaction**: this can include speech, language and communication needs and autism spectrum difficulties

3.3.2. **Cognition and Learning**: this can include moderate, severe and profound and multiple learning difficulties and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia

3.3.3. **Social, Emotional and Mental Health Difficulties**: this can include behaviours that reflect underlying mental health difficulties such as anxiety, depression or eating disorders. It also includes other disorders such as attention deficit hyperactivity disorder or attachment disorder.

3.3.4. **Sensory and/or Physical Needs:** this can include visual, hearing or multi-sensory impairment and physical disabilities.

3.4. Medical conditions

3.4.1. All academies will make arrangements to support pupils with medical conditions. Individual healthcare plans will specify the type and level of support required to meet the medical needs of such pupils. If a pupil has a medical condition and SEN, their provision will be planned and delivered in a coordinated way with the healthcare plan. Supporting-Students-With-Medical-Needs-Policy-July-2020-July-2023.pdf (ormistonhorizonacademy.co.uk)

Slow progress and low attainment do not necessarily mean that a pupil has SEND and equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has SEND. Assessments should be used to determine whether there are undiagnosed learning difficulties, health/medical conditions or whether causal factors such as domestic circumstances are contributing to the presenting behaviour.

Difficulties related solely to limitations in English, from pupils whose first language is not English, are not special educational needs.

4. Roles and responsibilities

Special Educational Needs Coordinator (SENCO)

The SENCO must be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Coordination within three years of appointment.

SEND Code of practice (6.85)

4.1. The SENCO will:

4.1.1. Work with and be supported by the Principal or appropriate member of the senior leadership team and SEND governor to determine the strategic development of the SEND policy and provision in the academy in order to raise the achievements of pupils with SEND

4.1.2. Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND

4.1.3. Liaise with the relevant Designated Teacher where a looked after pupil has SEND

4.1.4. Provide professional guidance to colleagues and work with staff, parent/carers, and other agencies to ensure pupils with SEND receive effective support and high-quality teaching

4.1.5. Advise on the graduated approach (Assess, Plan, Do, Review) to providing SEND support

4.1.6. Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively and efficiently

4.1.7. Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

4.1.8. Work with the Principal and governing board to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

4.1.9. Ensure the academy keeps the records of all pupils with SEND up to date and in line with current GDPR policies and shares information if a pupil transfers to another school or education institution

4.1.10. Liaise with potential next providers of education to ensure a pupil and their parent/carers are informed about options and a smooth transition is planned

4.1.11. Monitor the effectiveness of any special educational provision made and when appropriate secure additional services and provision

4.1.12. Liaise regularly with parent/carers, external agencies and the local authority to provide information on pupils' needs, provision and outcomes

4.1.13. Prepare and review information required by law to be published in relation to special educational needs provision

4.2. The SEND governor will:

4.2.1. Ensure that leaders are ambitious for all pupils with SEND

4.2.2. Work with the Principal and SENCO to determine the strategic development of the SEND policy and provision in the school

4.2.3. Monitor the quality and effectiveness of SEND provision within the academy and provide regular reports to the governing body

4.2.4. Raise awareness of SEND issues at governing board meetings

4.2.5. Ensure the SENCO has sufficient time and support to fulfil their role and responsibilities

4.2.6. Help to review the academy's SEN information report and provision for pupils with SEND

4.2.7. Ensure that the academy's website reflects OAT's values of inclusion and publishes an annually updated SEN Information Report and information on the local offer

4.3. The Principal will:

4.3.1. Ensure that all staff are ambitious for all pupils with SEND

4.3.2. Ensure that pupils with SEND are included in all aspects of academy life

4.3.3. Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school

4.3.4. Have overall responsibility for the provision and progress of pupils with SEND

4.4. Each teacher is responsible for:

4.4.1. Setting ambitious but achievable academic expectations and supporting pupils to achieve positive outcomes

4.4.2. Delivering high quality teaching and adapting the curriculum so that it is coherently sequenced to meet all pupils' needs, starting points and aspirations for the future.

4.4.3. The progress and development of every pupil in their class, including where pupils access support from teaching assistants or specialist staff

4.4.4. Working closely with any additional adults within the setting to assess, plan, do and review support and intervention for each pupil with SEND in their class

4.4.5. Working in partnership with parent/carers, health professionals, therapists, social workers and other providers or agencies to secure the best outcomes for pupils

4.4.6. Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

4.4.7. Assessing the learning and development of pupils in line with academy policy

5. Identifying needs

5.1. All academies will seek to identify a pupil's needs at the earliest opportunity. Each pupil's current skills and levels of attainment will be assessed on entry, building on information from the home, previous settings and Key Stages, where appropriate. Teachers will also make regular assessments of the progress of all pupils and identify those who need additional support or adjustments. Teachers, together with the academy's SENCO, may consider the following:

5.1.1. Is a pupil's progress significantly slower than that of their peers starting from the same baseline?

5.1.2. Does a pupil fail to match or better their previous rate of progress?

5.1.3. Is a pupil failing to close the attainment gap between themselves and their peers?

5.1.4. Is the attainment gap widening?

5.1.5. Does the pupil have a disability under the Equality Act 2010 that may require reasonable adjustments to be made?

5.1.6. Does the pupil lack progress with wider development or social needs?

5.2. If a pupil is not making expected progress, high quality teaching should be used to target any areas of weakness. If difficulties persist, relevant teaching staff together with the SENCO should assess whether the pupil has SEND.

'All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parent/carers know their children best and it is important that all professionals listen and understand when parent/carers express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.'

SEND Code of Practice (6.20)

5.3. Academy staff will work with the SENCO to consider all information about a pupil's progress and any information gathered from high quality and accurate assessment tools or materials. SENCOs may also need to ask for more detailed assessments to be carried out by external agencies and professionals.

5.4. An early discussion will be held with the pupil and their parent/carers when identifying whether they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- The parent/carers' and pupils' views are considered
- Everyone understands the agreed outcomes sought for the pupil
- Everyone is clear on what the next steps are

5.5. Notes of these early discussions will be added to the pupil's record and given to their parent/carers.

5.6. Where it is decided that a pupil does have SEND, this will be recorded in a pupil's records and the pupil's parent/carers will be formally informed that special educational provision is being made. A clear date for reviewing progress will be agreed and the parent/carers, pupil and teaching staff will be clear about how they will help a pupil to achieve agreed outcomes.

6. Provision for special educational needs

6.1. Where a pupil is identified as having SEND, all academies will take action to remove barriers to learning and put effective special educational provision in place. When deciding whether additional support or provision is required, the process will start with the desired outcomes, including expected progress and attainment, and the views and the wishes of the pupil and their parent/carers. SENCOs will use this to determine the support that is needed and whether it can be provided by adapting the core offer, or whether something different or additional is needed. If different or additional provision is required, all academies will follow the graduated approach.

7. The Graduated Approach

7.1. As outlined in the SEND Code of Practice (6.45-6.56), all academies will follow a four-part cycle of assess, plan, do, review which is known as the 'graduated approach'.

7.2. **Assess**: A clear analysis of pupil's needs will be carried out. Regular assessment of a pupil's progress and development will be carefully tracked and compared to their peers and national expectations if appropriate. Assessments will include the views and experiences of parent/carers and the pupil and if relevant, assessment and advice from external support services.

- Assessments will be reviewed regularly to ensure interventions are matched to need, barriers to learning are identified and overcome and support is effective.

7.3. **Plan:** Where SEND support is required the SENCO with the support of relevant staff will put together a plan outlining the provision to be put in place for the pupil as well as the expected impact on progress and outcomes. This will be done in partnership with the pupil and parent/carers and all staff who work with the pupil will be made aware of the plan and the outcomes sought.

7.4. **Do:** The class or subject teacher is responsible for working with the pupil on a daily basis. The teacher will also liaise closely with any teaching assistants or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support and guidance for the teacher.

7.5. **Review:** The impact of the plan will be reviewed at least each term (three times a year) by the teacher, SENCO, parent/carers and pupil. This will inform the planning of next steps and feedback into the analysis of a pupil's needs.

Academies will record information at all stages of the graduated response and ensure that parent/carers are made fully aware of assessments, planned support and interventions and are given clear information about the impact of the support and interventions provided.

Assess	Assess the needs of the pupil
Plan	Plan for adjustments, interventions and support to be put in place
Do	Implement the provision
Review	Review the impact of the adjustments and provision

8. Requesting an Education, Health and Care needs assessment

8.1. The first stage of additional or different support is called SEN Support. If, under SEN Support, a pupil has still not made expected progress, the academy and/or parent/carers may consider requesting an Education, Health and Care (EHC) needs assessment.

8.2. A parent/carer can make a request for an EHC needs assessment directly to the local authority. However, where possible, this should be with the knowledge and support of the academy.

Similarly, where a request is made by the academy, this should be done with the knowledge and, where possible, agreement of the child's parent/carer or the young person.

8.3. A local authority **must** conduct an assessment of EHC needs when it considers that it **may** be necessary for special educational provision to be made for the child and young person in accordance with an EHC plan.

8.4. Further information on EHC needs assessments and plans can be found at Section 9 of the SEND Code of Practice.

9. Approach to teaching pupils with SEND

9.1. Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is always the first step in responding to pupils who have SEND. Academies will employ a variety of strategies to support the needs of pupils with SEND. These may include the following adaptations:

9.1.1. Differentiating how pupils are taught by, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using 'phased learning' or interleaving (short bursts of learning and over-learning)

9.1.2. Adapting resources by, for example, providing writing frames or concrete maths resources known as manipulatives

9.1.3. Using recommended aids, such as laptops, visual timetables, larger font or spell checkers

9.1.4. Providing small group or 1 to 1 interventions to focus on key skills

Any differentiation should be delivered in a way that, as far as possible, minimises the appearance of difference and maximises participation in class alongside a pupil's peers. Any removal from a pupil's regular class or peers for individually tailored intervention should be considered carefully and the benefits weighed against potential feelings of difference and isolation. Academies must also consider what parts of the curriculum are missed in order to deliver intervention and plan for appropriate 'catch up'.

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9.2. Sometimes a pupil may benefit from the support of a teaching assistant or learning mentor. Teachers will ensure that this support focuses on developing a pupil's learning and independence rather than on task completion. Teachers will also monitor the level of support delivered and intervene at an early stage if there is a risk of over reliance or inappropriate dependency.

9.3. Further details on teaching pupils with SEND can be found in an academy's SEND Information Report on each academy website.

10. Transition

10.1. SEND support will include planning and preparation for the transitions between phases of education and preparation for adult life. All academies will agree with parent/carers and pupils the information to be shared as part of this process.

11. Additional Support

11.1. Academies may involve specialists to advise them on early identification of SEN and effective support and interventions. This could include educational psychologists, Child and Adolescent Mental Health Services (CAMHS), the school nursing service, specialist teachers or support services and therapists. Parent/carers will always be involved in any decision to involve specialists and all discussions and outcomes will be shared with parent/carers.

12. Training

The SENCO must be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Coordination within three years of appointment.
SEND Code of practice (6.85)

12.1. The SENCO is expected to attend regional and national network meetings to share good practice with colleagues and to keep up to date with national SEND developments.

12.2. The specific training and expertise of other school staff are listed on each academy's SEND Information Report.

12.3. All staff should receive regular training on SEND and this should form part of an academy's programme of continuing professional development (CPD).

13. Evaluating the effectiveness of SEND provision

13.1. Within an academy, the effectiveness of SEND provision is evaluated by:

13.1.1. Regularly (at least three times a year) reviewing pupils' individual progress and attainment with parents/carers and the pupils, where appropriate

13.1.2. Reviewing the impact of interventions

13.1.3. Using pupil and parent/carers questionnaires and interviews to gain feedback

13.1.4. Monitoring by the SENCO

13.2. An academy's overall SEND provision is evaluated by:

13.2.1. Regular monitoring and evaluation by the SEND governor and reporting of findings to the Local Governing body

13.2.2. Reporting on key performance indicators at academy Progress Boards (4-6 times/year chaired by the Regional Director or Director of Primary and SEND)

13.2.3. Regular analysis of key data and performance indicators (including exclusions data) by the Director of Primary and SEND

13.2.4. Academy SEND Reviews

14. Enabling Pupils with SEND to engage in activities

14.1. All academies will ensure that pupils with SEND are included in all aspects of academy life, including core and extra-curricular activities.

14.2. The accessibility plan for each academy is published on the Statutory Information page of its website.

14.3. All extra-curricular activities and trips/visits are available to all pupils, including any before-and after-school clubs. All pupils are encouraged to go on residential trips. No pupil should be excluded from taking part in such activities because of their SEN or disability.

15. Behaviour and reasonable adjustments

15.1. The OAT Behaviour for Learning policy states that:

> *We work hard to ensure that discipline is consistent across the academy so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account special educational needs and disabilities as well as the additional challenges that some vulnerable students may face.*

15.2. When considering the behaviour of pupils with SEND, all academies will apply the OAT Behaviour for Learning policy in a flexible manner, taking into account any reasonable adjustments which may be needed for pupils with SEND so that they are not disadvantaged by this policy. OAT does not subscribe to a 'zero tolerance' behaviour policy as it fails to take into account the need of pupils with SEND and could be deemed unlawful under the Equality Act 2010.

16. Exclusions

16.1. The OAT Exclusions Policy states that:

A decision to exclude a pupil will only be taken:

- *In response to serious breaches of the academy's Behaviour for Learning Policy;* ***and***
- *If allowing the pupil to remain in the academy would seriously harm the learning or welfare of the pupil, other pupils or staff in the academy.*

16.2. Any unlawful exclusion of a pupil with a disability may amount to disability discrimination under the Equality Act 2010. An academy may have discriminated against a disabled pupil if they were aware of the pupil's disability, and the exclusion was because the pupil is disabled or because of something which happened because of their disability. Academies must have due regard to their obligations to make reasonable adjustments to accommodate a pupil's disability, which includes behaviour transgressions linked to a special educational need.

16.3. Exclusions on a fixed term or permanent basis should always be issued as a last resort. Pupils with an EHC plan require additional protections as they are especially vulnerable to exclusions and Principals should avoid permanently excluding these pupils wherever possible. Where a Principal feels there is a legitimate reason for a permanent exclusion of a pupil with special educational needs, they must ensure they can provide evidence of mitigating risk of exclusion by supporting a pupil with any recognised and/or unmet needs.

16.4. In all cases of a potential permanent exclusion of a pupil with an EHCP, the Principal must contact the Director of Primary and SEND for further advice prior to issuing the exclusion.

17. Complaints about SEND provision

17.1. Parent/carers with any issues regarding the SEND policy or the provision made for their child are urged to raise their concerns at the earliest opportunity. In the first instance, parent/carers should speak to their academy SENCO. If parent/carers feel their child's needs are still not being met they should make an appointment to see the Principal or SEND governor.

17.2. If concerns are still unresolved parent/carers may wish to use the local Information, Advice and Support Service for Special Educational Needs and Disability (see the Contacts and Responsibilities [Insert link to Contacts and Responsibilities information] on the academy website) or engage with the procedures explained in the OAT complaints policy. Complaints (ormistonhorizonacademy.co.uk)

18. Monitoring arrangements

18.1. This policy will be reviewed annually (or sooner if required by statutory guidance) by the OAT Director of Primary and SEND and approved by the OAT Board.

18.2. The SEND Information Report will be updated annually by each academy SENCO.

18.3. The Responsibilities and Contacts forms will be updated by each academy SENCO as and when required.

Appendix 1

Template contacts and responsibilities form

Special Educational Needs and Disability (SEND) Contacts and Responsibilities

This document should be viewed in conjunction with the [insert hyperlink to Academy SEND Policy]

Last updated: July 2021

Academy roles		
Role	**Designated person**	**Contact Details**
SENCO	Mrs J Marsh	jmarsh@ormistonhorizonacademy.co.uk
Principal	Mr A Fitzgibbon	afitzgibbon@ormistonhorizonacademy.co.uk
SEND Governor		
Other senior leader with responsibility for SEND	Mrs L Toach	ltoach@ormistonhorizonacademy.co.uk
Pastoral support leads	Mr J Amps Mr M Adamczyk	jamps@ormistonhorizonacademy.co.uk madamczyk@ormistonhorizonacademy.co.uk
Designated safeguarding lead and teacher for looked after children	Mrs D.Bolton	dbolton5@ormistonhorizonacademy.co.uk
Success Centre manager	Mrs J Adams	jadams5@ormistonhorizonacademy.co.uk
Assistant SENCO	Mrs L Ackley	lackley@ormistonhorizonacademy.co.uk
SENCO	Mrs J Marsh	jmarsh@ormistonhorizonacademy.co.uk
External agencies		
Role	**Information**	**Contact Details**
Educational Psychologist	Awaiting allocation of new EP	Ed.psychology.admim@stoke.gov.uk
Local SEND Information & Support Services	Kuljit Jheeta	Kuljit.jheeta@stoke.gov.uk
Local Authority SEN Team	Emma Abbotts	Emma.Abbotts@stoke.gov.uk
Behaviour Support Team	N/A	N/A
Sensory Impairment Service	Moira Cooper	Moira.Cooper@stoke.gov.uk

IPSEA	Independent Provider of Special education Advice	https://www.ipsea.org.uk/
Council for Disabled Children	Advice & resources for professionals and parents	https://councilfordisabledchildren.org.uk/