



# **OASIS COMMUNITY LEARNING SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY**



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## Introduction

### Oasis Ethos and Vision

In setting a policy for SEND, the Oasis vision is important. Our vision is for community – a place where everyone is included, making a contribution and reaching their God-given potential. Our ethos is a statement of who we are and it is an expression of our character. Rooted in the story and beliefs of Oasis, we describe our ethos through a particular set of values that inform and provide the lens on everything we do.

- **A passion to include**
- **A desire to treat people equally respecting differences**
- **A commitment to healthy, open relationships**
- **A deep sense of hope that things can change and be transformed**
- **A sense of perseverance to keep going for the long haul**

It is these ethos values that we want to be known for and live by. It is these ethos values that also shape our policies. They are the organisational values we aspire to. We are committed to a model of inclusion, equality, healthy relationships, hope, and perseverance throughout all the aspects of the life and culture of every Oasis Hub and community.

Everyone who is part of Oasis needs to align themselves to these ethos values. The values themselves are inspired by the life, message and example of Jesus but we make it clear that we will not impose the beliefs that underpin our ethos values. We recognise and celebrate the richness that spiritual and cultural diversity brings to our communities. We respect the beliefs and practices of other faiths and will provide a welcoming environment for people of all faiths and those with none.

Therefore, right at the heart of Oasis is this deep-rooted commitment to inclusion and equality. This is inescapable and must be core to our delivery of this SEND policy. We recognise that one size does not fit all and that through our actions we can enable all of our community to participate and achieve.

We also recognise that some of our students will need more, or different, from us (the very definition of SEND). We aim for and work for equity - adjusting and supporting to facilitate access, and ultimately we look to our own systems and structures to move towards justice, where our everyday 'norm' is accessible to all without the need for anyone to feel like an outsider.

Therefore

- We believe all our students are precious; we prioritise social inclusion and integration in all we do
- We model and set high aspirations and expectations for every student and member of staff
- We provide opportunities and experiences for all of our students, as well as their wider families, giving advantage to the disadvantaged

### The Oasis 9 Habits

The Oasis ethos is aspirational and inspirational and something that we have to constantly work at. It is important to remember that every organisation is made up of its people, and people don't always get things right every day.

This means that there can sometimes be a dissonance between what we say we are, as stated in our ethos values, and what we actually do and experience.

Recognising this is helpful because it reminds us that we each have things to work on; we have space to grow, develop and change to become the best version of ourselves. The 9 Habits our bespoke and unique approach to character development.

We know that by living the way of the habits, the Oasis ethos behaviours we aspire to will become second nature to us. This is vitally important for all staff to understand and engage in for the carrying out of this SEND policy in OCL.

All of this is detailed in our **Education Charter**.

## **What is this policy about?**

### ***In brief***

This policy outlines the Trust approach to SEND provision across OCL.

### ***In more detail***

The following pages set out the provision OCL provides in line with the 'SEND Code of Practice' (January, 2015). Our SEND policy ensures the successful inclusion of all our students.

## **Who is this policy for?**

This policy is for the National Education Team, National Lead Practitioners, Principals, SENDCOs, Inclusion Leads, Teachers, Teaching Assistants and Parent / Carers.

## **Policy Statement**

### **1. Aims of the Special Education Needs and Disabilities Policy**

OCL is totally committed to developing the character and competence of every student and believes that all students should receive exceptional education - including those with Special Educational Needs and Disabilities.

OCL has a graduated approach to SEND and has implemented changes as outlined in the SEND Code of Practice' (January, 2015). The 'SEND Code of Practice' offers guidance designed to help Academies make full entitlement and appropriate provision for students with SEND. OCL follows the 'SEND Code of Practice' whenever decisions are taken relating to children with SEND.

OCL recognises that Special Educational Needs and Disabilities is a whole Academy responsibility and Quality First Teaching, differentiated for individual students, is the first step in provision for students who have SEND. We recognise that every teacher is a teacher of SEND and every teacher upholds high expectations for all students.

Furthermore, every teacher is responsible and accountable for the progress and development of the students in their class, even when they access support through Inclusion teams. Therefore, this policy should be considered within the wider context of specific Academies and their policies relating to learning and teaching.

The following pages set out the provision OCL will provide in line with the new 'SEND Code of Practice' (January, 2015). Our SEND policy ensures the successful inclusion of all our students, as every child is:

- Included in decisions about themselves, listened to and respected
- Encouraged to develop an independent, healthy lifestyle
- Supported to achieve their best possible outcomes - educational and otherwise
- Supported to have a successful transition to adulthood
- Provided with the skills to become an independent and confident young adult who participates in society

## 2. Categorisation: Special Educational Needs and Disabilities

The 'SEND Code of Practice' (January, 2015) identifies four broad categories. These are:

1. **Communication and interaction**, including Speech and Language difficulties and Autistic Spectrum Disorders
2. **Cognition and learning**, including specific learning difficulties e.g. dyslexia
3. **Social, emotional and mental health**, including anxiety, depression and ADHD
4. **Sensory or Physical**, including hearing, visual or physical disabilities

A student may have Special Educational Needs if they are making less than expected progress, given their age and individual circumstances.

This might be characterised by progress which:

- Is significantly slower than that of their peers
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap with their peers
- Widens the attainment gap

A student with low attainment, or who is making slow progress, may not have SEND. However, these may be an indicator of underlying difficulties yet to be identified.

OCL recognises that early identification of need is essential in supporting students with SEND and uses a range of strategies, information sharing and assessments, especially during transition.

A student with SEND requires something additional to, or different from, the rest of their peers. In identifying students as having SEND, OCL expects that those students will receive SEND provision.

Under the Equality Act (2010), a student has a disability if they have a physical or mental impairment that has a *substantial* and *long-term* adverse effect on their ability to carry out normal day-to-day activities.

## 3. Admissions and Transition Arrangements

Starting school, or moving between schools, is a crucial time for SEND students and their families, who may be anxious about their learning and how they will be supported in their new school. OCL champions inclusion and welcomes all students, including those with an Education and Health Care Plan (EHCP) and students with disabilities, ensuring that appropriate provision is in place to meet their needs.

If a student has an Education and Health Care Plan (EHCP), Academies will be consulted by the local authority before any decision is taken by the authority on admission to the Academy, to ensure that the Academy is suitable for the student and his/ her needs. If the Academy is suitable, the SENCo will aim to be present at the Year 6 annual review meeting, or at a meeting with the Pre-School provider, and so will be fully aware of those needs from the outset.

OCL Academies have close links with feeder Pre-Schools, Primary schools and local Colleges. Staff will visit local feeder schools/ Pre-Schools where relevant, meeting children and talking with their teacher and the SENCo, looking at work samples and assessment, thus ensuring that the transfer of SEND students from Pre-School to Primary and Year 6 to Year 7 happens smoothly and successfully.

Academies will have different ways of organising their transition arrangements. Academies may organise a practice day when they will shadow each class to support identified students. When requested, they may organise additional visits for students, especially those who may be anxious about transferring, or those who are the only student coming from their particular Primary school.

Engaging with families before entry to the academy is crucial to effective support and allaying any fears. OCL recognises that when a child/young person has additional needs they and their family may have experienced significant trauma before reaching us. We must be open and welcoming, managing our own preconceptions and concerns while also being transparent about what we are able to provide. Likewise, we must be mindful that assessments and labels can wait if a student or family needs or wants time to build their trust and form their own views of their needs. Adaptations and adjustments can be made gradually and at the pace of the student and their family.

Year 11 students will have the opportunity to meet formally with the Careers Advisor. EHCP students will have additional careers guidance from Year 9 from the local authority Careers Officer or within the academy as part of the annual review process. Academies may also support students in accessing careers information on a more informal, individual level. Students will be encouraged to attend college open days to experience courses that may be suitable for them. Those with an EHCP in Years 9, 10 and 11 participate in Transition Review meetings to discuss their future career plans. At all stages, academies will promote a range of careers, pathways and entry levels to ensure all students feel valued and that their future is a positive one.

## 4. OCL Graduated Approach

### 4.1 Assessment and Identification

OCL believes that the majority of needs of most students will be met in mainstream lessons, taught by professionals (teachers), where learning is differentiated according to need. OCL Academies work hard to ensure that information about students' needs is shared, so that teachers are better able to plan lessons accordingly. Whenever possible, for the vast majority of the time, students with SEND are educated alongside their peers in mainstream lessons.

There are a number of ways that a student may be identified as having additional needs and this will vary according to specific Academies. Academies may use some of the following ways to identify students with SEND:

- **Information from Transition.** OCL liaises closely with feeder Pre-Schools/ Primary schools and staff visit each one to gather information so that teaching staff are fully prepared for the autumn term. This information is shared with them through the SEND Register and Student Profiles/ Passports. In the first instance, some students may need monitoring more closely at the beginning of Year 7 or Reception so that staff can gauge their progress as they settle into their new school
- **Information gathered from baseline data,** including Early Years baseline, HeadStart tests, reading and spelling ages. Any student who joins our Academies mid-year will be assessed to identify their starting point. Such information is invaluable in supporting them effectively from the start of their time in the Academies

- **On-going observation** and information sharing amongst staff and Inclusion teams relating to a student's progress is used to inform future planning. This may include lesson observation from the SENCo/ Inclusion Manager
- **Data from Progress checks.** If a student is falling below expected grades of progress, this will be picked up by regular Academy reviews and data drops, as well as through Raising the Attainment of Pupils meetings. Also, Subject Leaders will review student progress and put in place a variety of subject specific interventions as necessary
- Using a **dyslexia screener** and other online assessments
- **Academic and Pastoral meetings.** Information is shared by Academy staff, allowing support to be coordinated, including any possible referrals to outside agencies. This may include referrals to CAMHS, BSS, the EP or Change and Challenge for example
- **Outside agency support** plays an important role in identifying, assessing and providing provision for students with SEND. If a student at the Academy is making less than expected progress, despite tailored support, OCL seeks to utilise support from external specialists for students with higher levels of need in order to improve their outcomes. Academies will receive regular visits from the Educational Psychologist, Specialist Advisory Teachers, Speech and Language Therapists and the Behaviour Support Service
- Academies will work closely with the **Attendance Officer**, the Education and Welfare Officer and others

## 4.2 The Support Register

A student with SEND that calls for support that is *additional* or *different* from the majority of their peers, in discussion and agreement with parents/carers, will be placed on the Support Register. This is recorded through the academy's data system and reported as part of Census. The outcomes of the support will be agreed and regularly shared with parents/ carers (and the student where appropriate). Teachers will monitor the student's progress closely in lessons, through data drops and other assessments.

If the support arrangements do not lead to improved levels of progress, then outside agency support may be called for and academies are expected to spend their notional funding (typically £6000 per SEN student) to fund provision beyond what is offered to any other student.

If a student requires a high level of support over a long period of time, a request for a Statutory Assessment may be necessary once sufficient evidence has been gathered. Before this is considered, the academy will typically provide resources up to £6000.

Identification of SEND is not considered permanent and if the student begins to make good progress as a result of support put in place, they may be removed from the Support Register. Again, such decisions will be discussed with parents/ carers and the young person themselves before any decision is made.

## 4.3 Statutory Assessment for an Education and Health Care Plan (EHCP)

For a few students, the help given by the Academy will not be enough for them to make good progress, or their provision is not sustainable within the academy's resources, and it may become necessary to make a request to the local authority for Statutory Assessment. OCL works closely with local authorities to ensure that students receive the correct level of support and funding. Where a request is made for Statutory Assessment, the student will have demonstrated significant cause for concern. The parent/ carer or the Academy can make a request for a Statutory Assessment.

Once a request has been made to the local authority and the Statutory Assessment agreed, information is gathered, usually by the SENCo, including any professional assessments

(e.g. an Educational Psychologist's report), parents'/ carers' and student's views and any progress data. This is then presented to the local authority for a decision about whether it is necessary for the needs and provision to be formally set out in an Education and Health Care Plan (EHCP). Local processes will vary but if the local authority agree that an EHCP is needed, a draft will be sent to the parent/carer to respond.

Local authorities must decide within 20 weeks whether to carry out such an assessment and subsequently, whether or not to issue an EHCP for that student.

When an EHCP is issued the parent/carer is asked to request a placement (typically this is the one they are already in). Academies will respect student and family preferences and work with families to help identify the most appropriate way to provide what is listed in the EHCP.

## 5. Plan and Do: SEND Provision

OCL recognises that SEND provision is a whole Academy responsibility and should be seen in the context of other Academy policies.

All students, including those with SEND, should have access to a broad and balanced curriculum, underpinned by quality first teaching, where teachers plan appropriate learning outcomes for the students in their care. Working with classroom teachers, Inclusion teams work flexibly to meet the varying needs of students.

The following list of interventions is not exhaustive, but provides an example of OCL Academy support arrangements:

- Full-time education in the classroom with Quality First Teaching, differentiated for individual students
- Hover support in the classroom from dedicated Inclusion teams/ allocated Teaching Assistants (TAs)
- Student Passports/ Profiles, which include personalised strategies written by students/ parents/ carers (Appendix A) and are shared with staff
- Small group withdrawal with lead Inclusion staff to work in a range of subjects including: English, Maths and Science
- Speech and Language and writing workshops
- Social skills and anger management workshops
- Emotional Literacy Support Assistant support
- On-line reading and comprehension programmes
- Small group withdrawal for reading
- Academic mentoring from the Inclusion team, where students review outcomes, what went well in the past week and discuss any areas of concern
- Supported homework club
- Support from external professionals including an Educational Psychologist, Speech and Language Therapists and Behaviour Support Services
- Support from the School Counsellor
- Access arrangements for exams or tests

## 6. Review

OCL recognises that specific Academies will have different ways of reviewing SEND support arrangements. If a student is receiving SEND support, it is important to monitor the progress of any chosen outcomes and to see whether any interventions that have been put in place have had an impact on learning. This must happen at least three times a year, one of which may be during the annual parent's consultation evening.

At the end of each term, the class teacher/form tutor, or sometimes the SENCo, may organise meetings with parents to review support arrangements. The review will monitor the outcomes of any interventions put in place for students and decide if any refinements and changes are needed. It will also identify the responsibilities of the Academy, the family and the student.

If there are continuing concerns about a student's progress or if the student continues to have National Curriculum levels or grades that are well below expected levels for students of that age, the SEND department, in consultation with teachers/ Head of Year and parents/ carers, may arrange for further assessment and/ or intervention.

This may include a review of all prior data, a detailed Literacy assessment and a parental consultation with the SENCo. It may include advice from external agencies, such as the Educational Psychologist or the Speech and Language Therapist.

Academies will also review the progress of SEND students through subject specific data drops at the end of each module.

## 7. Developing Independence: Preparing for Adult Life

OCL believes that it is vital that support arrangements, in whatever form they take, aim to prepare the young person for adult life, developing their independent learning skills so that they are more prepared to lead productive, healthy adult lives. OCL supports SEND students to be in control of their futures, making wise decisions about their future plans, whether this be higher education, apprenticeships or employment. As they prepare for adult life, all students, including those with SEND, should participate fully in matters affecting them.

All OCL Academies will have different ways of engaging students to express opinions, feelings and preferences. Some of these might include:

- Contributing to and reviewing their Education and Health Care Plan, including their life skills and independence
- Deciding and reviewing objectives in their Annual Review. The views of the student form a vital part of any review and a suitable amount of time should be devoted to this
- Helping them make informed choices about subject and post 16 options. This may include helping them to research options for post-16 College courses, interview skills, and support in writing their CVs etc.
- Involving them in discussions about any intimate care needs (e.g. which adults they give permission for providing this and how to express consent).
- In the classroom, encouraging them to think independently and find solutions themselves, rather than relying on Inclusion support
- Supporting students to become self-disciplined
- Encouraging them to develop independent ways of learning that suit them
- Enabling students to identify harassment and how to take the appropriate action
- Contributing to fortnightly reviews of progress with a member of the Inclusion team
- Sharing progress with parents/ carers during meetings
- Attending specific careers advice available through the local authority
- Encouraging them to attend college open days/ evenings
- Developing personal skills and hobbies outside the curriculum
- Developing social skills and friendships

## 8. The Information Report

Every OCL Academy publishes details of its SEND support through an Information Report. These can be found on specific Academy websites and are clear and accessible to parents/ carers.

The Information Report is updated annually and includes information about:

- The name and contact details of the SENCo
- Staff expertise and how we train staff who support students with SEND
- The categories of SEND that Academies provide for and the approach to learning and teaching
- The Academy policies linked to the identification and assessment of SEND
- How the curriculum is adapted according to need
- How Academy provision is monitored and evaluated
- Arrangements of how parents/ carers and students are consulted throughout the identification, assessment and provision process/ stages
- How students' progress is assessed
- How students are prepared for Transition to other schools or for adult life
- What support there is for improving emotional and social development
- How inclusion is promoted within the Academy
- How outside agencies are used, including health and social care and voluntary organisations
- Arrangements for handling complaints
- Where to find information about the Local Offer

## 9. The Local Offer

OCL Academies collaborate with local authorities to support students in their care. The Information Report forms part of this support.

The Local Offer is designed to give clear, comprehensive and accessible information about SEND provision in the local area and how to access it. It should reflect and be responsive to local needs, involving young people with SEND in its provision and review.

A list of OCL Academies can be found in Appendix B with links to their Local Authority Offers. OCL Academies will advertise the Local Offer in meetings and parents/ carers of students with SEND are encouraged to access and engage with this support as necessary.

## 10. Accessibility

OCL and Oasis Academies will strive to make any reasonable adjustments to allow equal and fair access to education, regardless of a student's physical needs. Inevitably, accessibility will vary between Academies due to variation in the age and layout of buildings.

However, all Academies produce an Accessibility Plan to work towards improvements in accessibility, in compliance with the Equality Act (2010). The plan outlines how the Academy aims to:

- Increase the extent to which students with disabilities can participate in the curriculum;
- Improve the physical environment of the Academy to enable students with disabilities to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to students with disabilities and their parents/ carers

In addition, any child with a disability that requires additional support to leave the building during an evacuation will have a Personal Emergency Evacuation Plan, written with parents/ carers and professionals as relevant. This plan is reviewed annually.

OCL Property and Estates are responsible for ensuring that all Academy buildings comply with the Equality Act (2010), specifically, ensuring that buildings are safe and accessible to those with physical needs.

## 11. Supporting Students with Medical Needs

In line with section 100 of the Children and Families Act (2014) and the guidance in 'Supporting students at school with medical conditions' (December, 2015), OCL Academies will make arrangements so that students with medical conditions are properly supported to ensure that they have full access to education, including Academy trips and physical education. It is important that Academy leaders consult health and social care professionals, students and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported.

Individual Healthcare Plans should be completed to ensure that Academies effectively support students with medical conditions. The structure and requirements within these may vary according to region.

The emotional and social needs of students with medical needs should be considered within health care plans. Provision should be as discreet as possible and where the medical condition can have a significant impact on daily life (e.g. diabetes), the academy will work with professionals and the student to monitor and address anxieties and challenges related to this.

Academy leaders should ensure that the OCL Medicines in School Policy is adhered to so that students remain safe at all times.

## 12. Role of the Special Educational Needs Co-ordinator (SENCo)

The SENCo plays an essential role in SEND provision and is responsible for the day-to-day operation of the SEND Policy. This involves working with the Head Teacher, staff, parents/ carers and other agencies to determine the strategic development of this policy. The main responsibilities of the SENCo are:

- Overseeing the day-to-day operation of the SEND Policy, focusing on high aspirations and improving outcomes
- Delivering an outcomes-focused and co-ordinated plan for SEND students and their families
- Staff development on SEND matters
- Responding to changes in SEND Policy, locally and nationally
- Ensuring annual reviews of children with EHCPs are conducted accurately
- Supporting departments and Year Leaders in understanding SEND issues and assisting with developing effective strategies for improved outcomes and provision
- Line managing Inclusion staff
- Liaising with external agencies, including Health and Social Services
- Liaising with the Designated Teacher for Looked after Children
- Liaising with other providers regarding transitional arrangements
- Liaising with parents/ carers
- Working with senior leaders within the Academy to ensure compliance with the Equality Act (2010)
- Providing advice on the financial resources required to effectively support SEND students
- Arranging assessments for Access Arrangements for Examinations
- Analysing Academy performance data that impacts on improved outcomes for SEND students
- Ensure that the SEND Register is up to date

- Training teachers to ensure they are able to meet the needs of their students with quality first teaching
- Undertake regular reviews of the overall effectiveness of interventions employed in the Academy for SEND students
- Stay aware of latest changes and updates to SEND practice nationally and of the latest approaches to SEND support and intervention
- Quality assure the effectiveness of staff working in the SEND Department, including all TAs

### 13. Role of Regional Directors (RDs), Principal and Monitoring Standards Team

The Regional Director takes on the responsibilities of the SEN governor within the SEND Code of Practice.

The Regional Director (RD) must have a thorough understanding of both the SEND Policy and practice in the Academies in their region:

- Ensuring that the admissions criteria does not discriminate against students with SEND
- Ensuring that provision of a high standard is made for students with SEND
- Ensuring that students with SEND have the opportunity to be involved in Academy activities
- Having regard for the 'SEND Code of Practice' (January, 2015) when carrying out these responsibilities
- Ensuring Academies report to parents/ carers on the Academy's SEND Policy, which can be accessed through the Academy website, including the allocation of resources from the Academy delegated/ devolved budget via letters/ emails and meetings
- Reviewing the SEND Information Report on an annual basis to ensure it remains an accurate description of the provision available within the Academy

The Principal should work closely with the Academy's SENCo. Academy management structures must enable the SENCo's functions to be carried out effectively. The Principal should keep the Regional Director up to date with changes to SEND provision, as well as the progress made by students with SEND.

The OCL Monitoring Standards Team will review the SEND provision in Academies as part of their monitoring work each year. Any areas for improvement will be agreed with the Principal and shared with the Regional Director so that rapid improvement can be made.

### 14. Monitoring and Evaluation of SEND Provision

OCL SEND provision is monitored through:

- Regular visits by the Monitoring Standards Team and the Regional Director
- Academy self-evaluation using the OCL review format
- Focused SEND reviews commissioned by Regional Directors

Where provision in SEND is not yet good enough, Academies may be given support through Regional Improvement Networks, the OCL Best Practice Directory, National Lead Practitioners or the OCL SEND Strategy Group.

### 15. Training

Where a SENCo appointed after 1st September 2008 has not previously been the SENCo at that or any other relevant school for a total period of more than twelve months, they must achieve the National Award for Special Educational Needs Co-ordination within 3 years of appointment.

Academies must ensure that their SENCo undertakes regular training. SENCos will provide leadership and professional guidance to colleagues and will work closely with staff, parents and carers and other agencies to ensure that children with SEND receive appropriate support and high quality teaching, make at least good progress and achieve good outcomes.

The OCL Strategy Group, the Regional Improvement Networks and OCL SEND conferences ensure that SENCos within OCL share best practice and are kept up to date in their knowledge and skills.

## 16. Arrangements for Complaints

OCL aims to work with students and their families to ensure they achieve the best possible educational and other outcomes. However, where issues emerge, Academies have clear procedures in place to allow parents/ carers to voice concerns about any aspect of their child's provision. OCL expect parents to raise matters through the relevant complaints procedure. The contact details of the appropriate/ specific members of staff should be available to parents/ carers through the SEND Information Report should they need to contact the Academy for any reason. If the concerns centre around SEND provision, the first person to contact is the SENCo.

If parents/ carers are dissatisfied with the response from the Academy or OCL, they may raise the issue with the Education & Skills Funding Agency and/ or lodge a claim for disability discrimination against the Academy with the SEN & Disability Tribunal.

Please note that complaints and/ or appeals relating to Statutory Assessments or EHCPs should be made against the relevant local authority and not the Academy or OCL.

## 17. Links to other policies

This policy should be understood, used, and applied alongside the following policies:

- Safeguarding and Child Protection
- Complaints
- OCL Student Equality and Inclusion
- Academy's Accessibility Plan

## 18. Monitoring and Review of the Policy

OCL will actively evaluate the effectiveness of this policy by monitoring SEND provisions during Regional Director (RD) visits and OCL Monitoring and Standards Team reviews. This policy will be reviewed annually.

## 19. The requirements that apply to this policy

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Equality Act 2010

## 20. RACI matrix

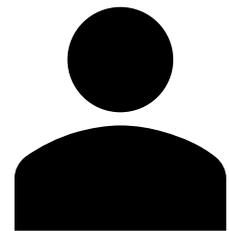
“R” for anyone who is “Responsible” for a task listed in the policy, an “A” for anyone who is “Accountable”, a “C” for anyone who must be “Consulted” under the policy and “I” for anyone who must be “Informed” about aspects of the policy.

Policy Element	Board	Leadership			Academy			MST
		OCL CEO	OCL COO	Regional Director	Academy Principal	SENCO / Inclusion lead	Academy administration team	
Policy matches SEND DfE guidance	I	R						
Admissions and transition of SEND students					R	A	I	
Assessment and identification					R	A		
SEND register					R	A		
EHCP applications					R	A		
SEND information report					R	A		
SEND local offer					R	A		
Accessibility plans					R	A		
Support plans for individual students						R		
SENCO training					R			
Staff training						A		
Monitoring of SEND provision in each academy				I	A			I

**Appendix A: Example of a Pathway Plan for a pupil on the SEND register**

## Pathway Plan

**Name: X**  
**D.O.B: X.X.XX**  
**Year/Class: Year 4/Kestrels**  
**Term: 5-6**



### About me

I am a friendly bubbly student who enjoys sharing my ideas with my teachers. My favourite interests are animals (particularly my pet dog and cat) and Xbox games which I play at home. I particularly enjoys days where lessons have been changed or there is a stimulus day planned. I am well liked but often prefer to spend some quiet time by myself at break and lunchtimes..

Primary SEN Type: ASC, ADHD

Outcomes	Review Comment
To have positive relationships and feel happy and confident in school.	<i>Updated 3 x annually and informs next plan</i>
To engage in and progress well in all core subjects	<i>Updated 3 x annually and informs next plan</i>
To engage in and enjoy the wider curriculum	<i>Updated 3 x annually and informs next plan</i>

Identified barrier	Provision
Working significantly below age related expectations in writing. Finds it very difficult to retain his sentences but does have ideas. When he can't spell a word, he will sit thinking about it without asking for help from teacher.	<ul style="list-style-type: none"> <li>- Writing Target Tracker in writing and spelling. Targeted tracker work in literacy lessons.</li> <li>- LSA available to support during literacy lessons.</li> <li>- Using physical blocks bricks to 'build' his sentence orally first.</li> <li>- Sentence starters.</li> <li>- Visual images to support idea building.</li> <li>- Build independence with spelling – word/ phonic mat available, "write it how it sounds".</li> <li>- Praise when he asks for help/ works independently.</li> </ul>
Pencil grip is loose and effects handwriting legibility.	<ul style="list-style-type: none"> <li>- Playdough activities to support his hand strength and grip.</li> </ul>
Key gaps missing in mathematical foundations (number facts) contributes to making progress difficult. Working well below ARE.	<ul style="list-style-type: none"> <li>- Tracker in maths specifies SMART targets.</li> <li>- Small group in maths lessons working on specific arithmetic targets based on Year 2 assessment.</li> </ul>

Limited awareness of time passing and appears to run on his own time schedule. Effects the amount he can achieve in his tasks.	<ul style="list-style-type: none"> <li>- Individual visual timetable in classroom. Teacher support “now/ next”.</li> <li>- Find appropriate time for him to share stories with teacher so he feels listened to.</li> <li>- Egg timers available to help chunk tasks.</li> <li>- LSA/teacher support in independent writing tasks.</li> </ul>
Lack of balance and coordination meaning he falls easily in class, often over table legs or his own feet.	<ul style="list-style-type: none"> <li>- Reminding him of personal space.</li> <li>- Sits near the front of the class with less obstacles.</li> <li>- Participating fully in PE lessons to build strength.</li> </ul>
Developing social skills and how to communicate well with others. He has classmates he is fond of.	<ul style="list-style-type: none"> <li>- Find opportunities to support X in his understanding.</li> <li>- Sitting next to a communicative and supportive talk partner.</li> </ul>
Finds it hard to follow instructions as he is so easily distracted.	<ul style="list-style-type: none"> <li>- Simple, one-step instructions.</li> <li>- Clear and paired down language.</li> <li>- Getting eye-contact with him before speaking.</li> <li>- Tasks that motivate or interest him (anything related to gaming, Lego, Minecraft or animals).</li> </ul>
Often forgets his train of thought when sharing ideas in class.	<ul style="list-style-type: none"> <li>- Repeat his sentence back to him so he remembers it.</li> <li>- Prompt using words or actions.</li> <li>- Sentence starters to support him.</li> </ul>
<b>15.03.22 Parent review</b> Struggles to remember his day in school when Mum asks him. He wants to share but can't remember.	<ul style="list-style-type: none"> <li>- Teacher to support X with remembering one key thing he has achieved to share with parent.</li> </ul>
<b>15.03.22 Parent review</b> Unable to use knife and fork when eating at home. Stating that it hurts.	<ul style="list-style-type: none"> <li>- SMSA's to encourage him to use utensils in hall</li> <li>- Play dough and PE lessons to help strengthen hands</li> </ul>
<b>15.03.22 Parent review</b> At home independence is challenging e.g. X dressing himself in the morning and often forgetting key items.	<ul style="list-style-type: none"> <li>- Teacher to provide poster with visual reminders of X's school uniform.</li> <li>- Mum to support X with poster so that he can eventually use this independently.</li> </ul>
<b>15.03.22 Parent review</b> Concern with X's eyes as there is a slight mis-alignment and he struggles to maintain eye contact.	<ul style="list-style-type: none"> <li>- Appointment with eye specialist on X<sup>th</sup> X.</li> </ul>
<b>18.03.22</b> Finds some loud noises tricky but will put hands over his ears/ communicate this with teacher.	<ul style="list-style-type: none"> <li>- Allow him to sit further away from loud noise e.g. the whiteboard</li> <li>- Inform calmly that there may be loud noises.</li> </ul>
<b>14.06.22 Parent review</b> Parent concerned that he is not eating enough. Fussy at home with certain foods. Sometimes shaking when he returns home from school.	<p>Referred to the dietician/ school nurse by his doctor. Teacher to keep a daily log of his food intake to share with parent. Support from SMSA X at lunch. Encouragement given when he eats well.</p>

## Appendix B: Local Offer Links

The Information Report for Oasis Academy Long Cross can be found at:

<https://www.oasisacademylongcross.org/learning/special-educational-needs-and-disabilities.>

Bristol's SEND local offer can be found at: [SEND Local Offer \(bristol.gov.uk\)](https://www.bristol.gov.uk/SEND-Local-Offer)