

SEND Policy & Information Report

OA – Suffolk

Document control table	
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Updates/revisions included:	
This is an OA central template but needs localising according to each academy. Local amendments should be submitted to OA central for filing.	

The person responsible for managing SEND at this academy is:

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SEND (Special Education Needs and Disability) information report

This report provides information about how we work with and support children with SEND. It is updated on an annual basis.

The kinds of SEND that are provided for

We currently provide additional and/or different provision for a range of needs, including:

- communication and interaction difficulties;
- cognition and learning difficulties;
- social, emotional and mental health difficulties;
- and sensory and/or physical needs

Identifying pupils with SEND and assessing needs

- On entry to the academy, all pupils are assessed to identify strengths and needs. Parents/carers are involved in these discussions at the induction meeting
- Information is sought from the pupil's previous school
- We will liaise with other agencies as needed, and refer to other services for further assessment following discussion with parents, e.g. speech and language therapy, educational psychology
- All pupils arriving at the academy previously having an Education, Health and Care Plan /Statement will retain their status
- Where a pupil does not make expected levels of progress, or if information comes to light, then we will consider moving the pupil to SEND support or applying for an Education Health Care Plan (EHCP).

Consulting and involving pupils and parents

Parents/carers are encouraged to be partners in the learning process for their children – this will be done on an ongoing basis, at the point of referral into the school, at parent meetings, and through reports and, in the case of pupils with a statement or EHCP, through the Annual Review process.

Meeting pupils' individual needs and assessing and reviewing progress towards outcomes

We follow the graduated approach and four-part cycle of assess, plan, do, review set out in the SEND Code of Practice when supporting pupils with SEND.

- Where appropriate those pupils with SEND are taught in main classes, and are supported by a learning mentor, teaching assistant or SEND teacher
- Small, targeted intervention groups may be run by teachers, learning mentors, teaching assistants or another professional using additional equipment and resources if required
- The SENDCO and teachers may offer personalised programmes to support pupils with literacy, numeracy, speech and language and social, emotional and mental health needs (SEMH).

- Specialist resources will be identified to support learning and emotional needs
- There will be appropriate personalised planning/differentiation for pupils with SEND and teaching will be responsive to different learning styles to allow for meaningful and effective learning and inclusion for all
- Outcomes will be set for each pupil, and assessment and testing will be used to identify needs on arrival, to evaluate the impact of interventions and to measure progress
- Each pupil's individual targets for learning and behaviour will be jointly agreed by parents/carers, pupils and staff to inform pupil records and shared with all appropriate adults and regularly reviewed and amended at pupil progress meetings.
- Advice from other professionals and agencies will be used to enhance access to the curriculum
- We will include the pupil's views at all stages of the process

Moving on... support for pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We will put in place:

- Transition plans managed by support staff
- Visits to and from future placements
- Personalised reintegration programme to prepare for return to mainstream schools
- Post 16 transition meetings and college visits
- EHCP reviews from Year 9 will include 'Moving on to Adulthood Plan'.

Adaptations to the curriculum and learning environment

As outlined in our accessibility plan on our website, we make the following adaptations to ensure all pupils' needs are met:

- adapting our resources and staffing
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Expertise and training of staff

OA-Sf has a newly qualified SENDCo who is very experienced in working with pupils who have SEND. This has included pupils in mainstream setting, Alternative Provisions as well as Social Emotional Mental Health (SEMH) specialist settings. As well as the SENDCo, the Head of Academy and another Deputy Head are also experienced and qualified SENDCos. The Head of Academy has been a SENDCo for most of their teaching career and have further developed their knowledge with Level 7 Diploma in Teaching and Assessing Learners with Dyslexia/ Specific Learning Difficulties and progressing further to

work with the National Association for Special Educational Needs (NASEN) to become a MAT SEND reviewer.

OA-Sf has a team of associates, including those specifically trained in counselling and therapeutic interventions and higher-level teaching assistants (HLTAs) with expertise in SEND provision.

In the last academic year, staff have been trained in literacy strategies, phonics, autism, attention deficit hyperactivity disorder (ADHD), mental health awareness, Zones of Regulation, Emotional Literacy Support Assistant (ELSA), SHINE plans (SEND, Helpful Information Needed for Education) and SEND register.

OA-Sf uses specialist staff for ELSA, mentoring, therapeutic interventions and behavioural support.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- reviewing pupils' individual progress towards their goals each term
- reviewing the impact of interventions on a regular basis
- monitoring by the SENDCO
- using provision maps to measure progress
- holding annual reviews for pupils with statements of SEND or EHC plans

We report to the Academy Advisory Board (AAB) about the impact of the work and outcomes we expect in our work with children with SEND.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

No pupil is ever excluded from taking part in these activities because of their SEND or disability, and all pupils participate in academy activities and expeditions.

Admissions are managed through the Alternative Provision Panel (APP). We have agreed criteria for the basis on which a pupil is admitted to the academy. We work with the local authority, and if the pupil is dual registered, the mainstream school, to endeavour that any child with SEND has access to the relevant support within the academy and on transition out.

Within the academy we have a programme of PSHE training which includes education about equalities and treating others fairly and with dignity.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils have a coach who meets with them on a daily basis
- Pupils with SEND also meet with the SENDCO regularly
- SEND students and their parents/carers will have regular SHINE plan reviews
- Timely dissemination of information to all appropriate staff
- Mentoring / counselling / ELSA/ therapeutic interventions from specialists

- Staff de-briefs around behaviours, safeguarding and provision, this is ‘solution focused’ and supported by the ELSA approach

We have a zero-tolerance approach to bullying as outlined in our Anti-Bullying policy available on our website.

Working with other agencies

At the academy, we work with a wide variety of professional agencies to support all our children, including counselling services, Education Welfare Officer, Emotional Wellbeing Hub (East and West Suffolk), Educational Psychology services, School Nurse and support from the Local Authority (LA).

Complaints about SEND provision

Complaints about SEND provision in our academy should be made to the Head of Academy using the academy’s complaints policy available on our website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our trust has discriminated against their children. They can make a claim about alleged discrimination regarding:

- exclusions
- provision of education and associated services
- making reasonable adjustments, including the provision of auxiliary aids and services

Contact details for raising concerns

- SENDCO – Rob Lewis, robert.lewis@oliveacademies.org.uk, 01449 613931
- For further support, you can contact Suffolk’s SEND Info and Advice service: sendiass@suffolk.gov.uk or call 01473 265210

Information about the local authority local offer

To see more about Suffolk’s Local Offer visit:

www.infolink.suffolk.gov.uk/kb5/Suffolk/Infolink/advice.page?id=i6xW1anGVPE