



Orsett Heath Academy
Special Educational Needs and Disability
Policy
January 2020

Key Contact Personnel

Nominated Member of Leadership Staff Responsible: Miss S McGrane

Date written: January 2020

Date of next review: January 2021

This policy will be reviewed at least annually, and following any concerns and / or updates to national / local guidance or procedures

1) Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written by the SENCo, according to the statutory guidelines, with reference to the following documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (2015)
- Schools' SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils with Medical Conditions (April 2014)
- Part 3 of 'The Children and Families Act' (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

The policy has, in the spirit of the current climate of reform, been out for consultation to stakeholders.

2) SENCo Information:

- The SENCo is Stephanie McGrane;
- The SENCo undertook the National Award for SENCo beginning in May 2020;
- The SENCo is a member of SLT (Assistant Head).

3) Definition of Special Educational Needs

Pupils have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Pupils have a *learning difficulty* if they:

- have a significantly greater difficulty in learning than the majority of pupils the same age;
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local authority;
- are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

At Orsett Heath, in line with the Teachers' Standards 2012, every teacher is a teacher of every child, including those with SEN and / or disability. We firmly believe that pupils with SEN and/or disability should be well represented in all areas of school life, including Student Voice and leadership, extracurricular activities and ambassadorial roles.

Every effort will be made to adapt or alter provision in order that every pupil has the opportunity to reach his/her potential regardless of SEN or disability.

4) Aims

The purpose of Orsett Heath's approach to SEN is to raise the aspirations of and expectations for all pupils with SEN and / or disability so that all pupils can enjoy school and achieve their full potential.

SEND provision is not simply providing hours of support in lessons, but a much wider approach that encompasses personalised IAG, access arrangements, emotional and social skills support, an understanding for young people of any diagnoses they may have, personalised resources, programmes of study and pathways as appropriate, and close monitoring and supervision.

5) Objectives

- to identify and provide appropriate support for pupils who have special educational needs and additional needs;
- to work within the guidance provided by the SEND Code of Practice 2015;
- to operate an 'assess, plan, do, review' approach to the management and provision of support for special educational needs, within a 'whole pupil, whole school' ethos;
- to provide a SENCo who will manage and develop the provision for SEND pupils;
- to provide support and advice for all staff working with special educational needs pupils.

6) The key responsibilities of the SENCo

- overseeing the day to day operation of the school's SEND policy;
- coordinating provision for pupils with SEND;
- liaising with, advising and contributing to the in-service training of fellow teachers and other staff;
- liaising with the relevant designated teacher where a looked after pupil has SEND;
- advising on a graduated approach (*assess, plan, do, review*) to providing additional SEND support;
- ensuring that the records of all pupils with SEND are kept up to date;
- liaising with the parents of pupils with SEND;
- liaising with schools and colleges, educational psychologists, health, social care and independent or voluntary bodies who may be providing SEN support and advice to a pupil and their family;
- being a key point of contact with external agencies, especially the LA and LA support services;
- collaborating with curriculum coordinators so that the learning for all pupils is given equal priority;
- ensuring that the school can track and record support plans (SEND Support Plans) and decisions for all pupils with SEND in the school;
- ensuring, with the Headteacher and Trust Board, that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

7) Identification, Assessment and Provision

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Trust Board, the Headteacher, the SENCo and all other members of staff have important day to day responsibilities.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility – Code of Practice 2015.

At the heart of every class is a continuous cycle of planning, teaching, assessing and reviewing which takes account of the wide range of abilities, aptitudes and interests of pupils. The majority of pupils will learn and progress within these arrangements. Those pupils whose overall attainments, or

attainment in specific subjects, falls significantly outside the expected range may have special educational needs.

8) Four Primary Areas of Need

The school will ensure that it regularly reviews the appropriateness of its provision, including its behaviour policies, as behavioural difficulties do not necessarily mean that a pupil has a special educational need, although they may be an underlying response to a special educational need.

The four primary areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that the school has a responsibility to plan for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school will identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the pupil.

Other factors that may not be SEN but may impact on progress and attainment are:

- disability (the Code of Practice 2015 outlines the 'reasonable adjustment' duty for all schools provided under the current Disability Equality legislation – these alone do not constitute SEN);
- attendance and punctuation;
- health and welfare;
- EAL;
- being a Pupil Premium learner.

9) A Graduated Approach to SEN Support

The process by which the school identifies and manages pupils with SEN:

SEN record keeping

The following documents will be maintained and shared as appropriate:

- a central register of SEND pupils – categorised into areas that reflect whether the pupil has received Pupil Premium support, whether the pupil has an EHC Plan, whether the pupil has a disability and/or disorder, whether the pupil has EAL needs, whether the pupil has additional SEN support in place, whether the pupil is being monitored as a cause for concern prior to any SEN assessment;
- individual 'SEN Support' plans that focus on pupil needs; effective strategies; pupil targets, success criteria and progress; SEN provision and other support measures; links to further information;
- case studies for a sample of pupils across SEND that can be used to review provision, track the impact of interventions, and drive development;
- a central SEN Log to record the journey of each pupil through the SEND Dept.

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by class teachers.
- b) Once a pupil has been identified as *possibly* having SEN (cause for concern) they will be closely monitored by teaching staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Interventions will be monitored, progress assessed and adjustments to differentiation made where necessary.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list, they may also fall into this category as continued monitoring will be necessary (Watch List).
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

All teachers are responsible and accountable for the progress and development of the pupils in their classes, including where pupils access support from teaching assistants or specialist staff.

For higher levels of need, the school may access more specialised assessments from external agencies and professionals, such as the Educational Psychologist or Speech and Language Service.

A decision to place a pupil on the SEND register, following the steps a-h above, is made using the **ASSESS – PLAN – DO – REVIEW cycle**, and this is then reflected on the individual pupil's SEND Support Plan.

Parents and pupils are involved in the process through the review meetings. The SENCo is contactable by parents throughout the term, and the views of parents and pupils are sought when arranging personalised provision.

10) Managing the Needs of Pupils on the SEND Register

SEND Support Plans are living records, accessible to all teaching and SEND staff, that explain what needs have been identified for each individual pupil, strategies for removing the barriers to learning effectively, and what support is in place to ensure this happens. The Plan links back to the SEND Provision Map which gives a summary of pupils' identified needs and current provision.

The SENCo is responsible for maintaining and updating the Plan, but teachers are responsible for evidencing progress towards the outcomes described in the Plan.

The Plan is reviewed termly and feeds into review meetings.

The level of provision is decided according to assessment outcomes, discussion with teaching staff, any external reports and assessments, and communication with the pupil / parent where possible and appropriate.

If the school is unable to fully meet the needs of a pupil through its own provision arrangements, this will be identified through monitoring and review of the pupil's expected progress and impact evaluation of the available interventions put in place by the school.

Engaging specialist services has a cost implication. Consideration of such engagement of external services will be costed by the SENCo and final decisions made with the Headteacher, based on the likely impact of the service on the pupil. Some services can be accessed through MASH referrals, Special School outreach etc., and decisions to access these would be made on a pupil by pupil basis according to the pupil's circumstances and the services available at the time.

Any application for statutory assessment will be done under the new Code of Practice framework and according to the Thurrock LA ECHP documentation. Parents and pupils would be involved at all stages of this process.

11) Criteria for Exiting the SEN Register:

- a pupil has made expected progress in English and Maths, and is demonstrating steady progress in other areas of the curriculum;
- a pupil has made progress with social and/or emotional issues in terms of self-managing and using appropriate strategies so that they can access learning effectively without the support;
- a pupil's medical / mental health circumstances have changed, meaning that they no longer need the support in place;
- a pupil's speech and language / communication skills have progressed to the extent that they no longer need the support in place.

12) Supporting Pupils and Families

- Parents can access the school's contribution to the LA Local Offer on the school website www.orsettheathacademy.org.uk and www.askthurrock.org.uk ;
- the school's statutory SEND Information Report will be available on the school website at the end of the first academic year – it will follow immediately after the SEND Policy;
- the school's admissions information can be found on the school website. The local authority website education section also contains information regarding admissions;
- the access arrangements for SEND pupils taking public examinations are managed through the SEND Department;
- transition from primary to secondary school is supported through extra visits for SEND pupils, parent/SENCo meetings about individual pupils during June and July of the year of transfer, and SENCo meetings with primary SENCos during the summer term;
- transition from secondary to post 16 is supported through links with colleges and other schools, enhanced IAG packages for those SEND pupils who need it, and communication with parents;
- the school's policy on managing the medical conditions of pupils is compliant with statutory guidance and is reviewed annually.

13) Supporting Pupils at School with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have SEND and may have a statement or ECHP which brings together health and social care needs, as well as their special educational needs provision and the SEND Code of Practice (2015) is followed.
- When medical information is passed to the school it will be recorded on a central log and, where appropriate, adaptations will be made to arrangements for that pupil.

14) Monitoring and Evaluation of SEND

- The school has a rigorous monitoring and evaluation process that judges the quality of provision offered to all pupils. Views of all stakeholders are sought during the course of each academic year;
- Monitoring and evaluation arrangements promote an active process of continual review and improvement of provision for all pupils.

15) Training and Resources

- The school is funded for SEND by the Education Funding Agency and local authorities (in this case Thurrock Council) if high needs are identified and top up funds are available;
- the training needs of staff are identified through the appraisal system as well as by assessing pupil needs and judging whether there is adequate expertise in the department to meet these needs at any one time;
- in order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development;
- all teachers and support staff undertake induction on taking up a post, and this includes shadowing another member of the team;
- a SEND guidance document is provided every year for all teaching and SEND staff to act as a reference document regarding SEND provision and practice, and all SEND information is provided for teaching and support staff on the SEND Hub on the school network;
- the school has membership with NASEN to keep up to date with national updates in SEND, and the SENCo attends local authority meetings where appropriate to be familiar with more local issues.

16) Roles and Responsibilities

- The role of the Local School Advisory Board is to challenge the department to meet its targeted outcomes and to feedback information about SEND to the LSAB, guiding their challenge of the department;
- the role of Teaching Assistants is set out in detail in the SEND Guidance Document, but in essence they provide support for pupils receiving quality first teaching in the classroom, and may sometimes also provide support during withdrawal sessions for specific, time limited purposes. In addition, they provide access arrangement support during examinations, and carry out mentoring roles;
- the role of a Progress Leader is to plan interventions with the teacher that focus on different pupils within the class at different times to provide extra differentiation and support. Progress Leaders will also adapt resources where appropriate, and deliver specific programmes such as Speech and Language, Catch Up and dyslexia support;

- the Designated Teacher with specific safeguarding responsibility is Miss Rawson and the deputy is Miss McGrane;
- the member of staff responsible for PPG / LAC funding is Miss McGrane;
- the member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Miss McGrane.

17) Storing and Managing Information

- Documentation will be stored according to the school's Data Protection Policy.

18) Reviewing the Policy

- The SEND policy will be reviewed annually.

19) Accessibility

- The school has an Accessibility Plan that is in written format and appears on the review schedule;
- adjustments have been made where possible to the fabric of the school to ensure increased accessibility to the school site and to learning. These adjustments include ramps, handrails and pastel coloured walls for projection purposes. The school also has a DDA compliant lift; however, the school has a duty of care to ensure that a responsible adult supervises the use of this by pupils at all times for safeguarding purposes.
- the school promotes access for all learners through its inclusive approach. This includes access to a broad and balanced curriculum; quality first teaching with effective differentiation; access to SEND provision where appropriate, access to other types of provision for vulnerable groups such as PP, EAL and pupils with social care needs; use of technology to enhance the learning environment; access arrangements for public examinations; access to school clubs, sporting opportunities and cultural activities across arrange of interests, with risk assessment and adaptations in place where appropriate and possible; classrooms designed in collaboration with pupils specifically to enhance pedagogy; Student Voice opportunities and a focus by staff (including training) on visual literacy;
- written information for pupils is adapted where necessary and possible to support those with VI / learning difficulties (e.g. increased font size, coloured backgrounds) and adaptations to parental communication have been made where necessary (eg. for a hearing impaired parent);
- parents and carers can contact the school office from 8am-4pm. The first port of call for a parent is generally the pupil's Tutor.

20) Dealing with Complaints

- In the first instance parents and carers should contact the SENCo to discuss any concerns regarding a pupil's SEND provision or needs. If the issue is not resolved at this stage they can write to the Headteacher outlining their concerns.

21) Bullying

- The school's Anti-Bullying Policy can be found on the school's website. Also on the website are policies linked specifically to mobile phone bullying and cyberbullying;
- the school has a robust approach to challenging bullying and mitigating the risk of bullying of vulnerable learners, including:

1. a pupil led anti bullying team (PALS – Pupils as Listeners) who are high profile around the school;
 2. a confidential email helpline for pupils;
 3. the SMSC programme that runs through the House and Pastoral systems;
 4. PSHE focus days, assemblies and other cross curricular events addressing issues such as homophobia, racism, bullying and use of disrespectful language;
- the school also safeguards the needs of pupils with SEND, and promotes independence and resilience in their learning, through the in-class support programme based on scaffolding learning effectively (SEND staff developed this system during an 8-month collaboration with UEL), and through other services provided for pupils as needed – e.g. counselling, anger management, self-esteem sessions;
 - specific, time limited and personalised programmes are run for pupils with specific diagnoses (such as ADHD and ASD) to help them to understand their diagnoses and manage them independently.

22) Appendices

1. OHA Information Report 2019

Appendix 1

SEN Information Report 2020

2020 SEND Data	
Types of SEN that are provided for	<p>The SEN Department provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2015:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health difficulties • Sensory and/or physical needs
Policies for identifying pupils with SEN and assessing their needs	<p>Pupils are identified as having SEND, and their needs assessed, through:</p> <ul style="list-style-type: none"> • information passed on from primary / previous schools; • KS2 results, CATS testing, in house baseline testing and progress data; • medical and other information from external professionals regarding diagnoses; • feedback from teaching staff and observations; • Pupil Premium interventions not showing enough impact; • referrals and information from parents and pupils themselves.
The approach to teaching pupils with SEND	<p>Provision for SEND pupils includes:</p> <ul style="list-style-type: none"> • quality first teaching, with appropriate differentiation in place; • extra adult support in classrooms where appropriate; • reduced class sizes where appropriate; • adaptations to the curriculum – e.g. the speech and language programmes; • personalised provision through time limited programmes; • personalised provision through adapted resources and interventions.
How adaptations are made to the curriculum and the learning environment of pupils with SEND	<p>The curriculum /learning environment may be adapted by:</p> <ul style="list-style-type: none"> • groupings that target specific levels of progress; • differentiated resources and teaching styles; • appropriate choices of texts and topics to suit the learner; • access arrangements for public examinations; • additional adult support; • transition support between phases of education.
Arrangements for consulting parents of pupils with SEND and involving them in their child's education	<p>All parents are contacted at the start of the academic year, by letter, to establish clearly the level of SEND need the pupil is identified as having. The Support Plan for that term will be shared with the parent at that time.</p> <p>Further contact includes:</p>

	<ul style="list-style-type: none"> • parents' evenings; • review meetings; • specific meetings to address specific issues; • termly reports; • tutor contact; • vulnerable pupils' mentoring programme where appropriate; • parent forums and clinics; • an 'open door' policy that encourages parents to contact the SENCo at any time to discuss their child's education.
<p>Arrangements for consulting pupils with SEND and involving them in their education</p>	<p>Pupils are involved in their SEND planning by:</p> <ul style="list-style-type: none"> • attending reviews and meetings; • follow up meetings after observations; • discussions with SENCo and keyworkers; • attending parents' evenings etc.; • vulnerable pupils' mentoring programme where appropriate; • tracking meetings with tutor.
<p>Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review</p>	<p>These arrangements include:</p> <ul style="list-style-type: none"> • data tracking for pupil progress, including tutor meetings; • support plan and ECHP reviews; • observations and follow up.
<p>Arrangements for supporting pupils in moving between phases of education & in preparing for adulthood.</p>	<p>These arrangements include:</p> <ul style="list-style-type: none"> • induction week and parent meetings Yr. 6 to 7, including school visits and extended induction for targeted pupils; • supported decision making in Yr. 9 – GCSE preferences and pathways; • CIAG – priority and extended provision for SEND pupils to ensure pupils are aware of the full range of post 16 opportunities available, and complete the application process successfully; • social and personal supported programmes for those pupils requiring extra preparation into adulthood – e.g. travel safety etc.
<p>The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured</p>	<p>Expertise in the SEND department is achieved through:</p> <ul style="list-style-type: none"> • SENCo has achieved SENCo Award and Masters in Education with a focus on literacy development; • University of East London – training and development programme for all SEND staff – developing independent learners in SEND through more effective use of adult support – followed up with NASEN online training & individual training opportunities; • individual training re: ADHD, ASD, learning support, Code of Practice, Wendy Rinaldi Speech and Language Programmes, dyslexia and other topics as appropriate; • individual staff engaged in diploma and degree programmes;

	<ul style="list-style-type: none"> • other specialist expertise engaged from external services – e.g. EP support, EAL support etc.
Evaluating the effectiveness of the provision made for pupils with SEND	Impact tracking is completed at least termly and adaptations to provision made in light of these findings. Progress and evaluation is reported to the Trust.
How pupils with SEND are enabled to engage in activities available with pupils who do not have SEND	Pupils with SEN are encouraged to participate in all extracurricular and leadership activities within the school. SEND pupils are well represented in groups focused on drama and the arts, sports, school leadership and Student Voice.
Support for improving emotional and social development, including measures to prevent bullying	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> • House and pastoral teams, including qualified counsellors; • An anti-bullying policy that is supported by the PALS initiative (Pupils as Listeners) and confidential email helpline; • A behaviour support team that provides programmes such as anger management, self-esteem building and consequential thinking; • Targeted support for individual pupils (e.g. the use of social stories for pupils with Aspergers).
How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families	<p>The school is, under certain circumstances, able to:</p> <ul style="list-style-type: none"> • access services for families if a CAF is in place; • liaise with social care and health services to support pupils who fall under their care (e.g. WizeUp programme); • access services for looked after and adopted pupils; • access the school nurse services; • access LA support, especially in terms of advice and guidance.
Arrangements for handling complaints from parents of children with SEND about the provision made at the school	<p>In the first instance a parent should contact the SENCo to discuss their concerns and hopefully resolve the issue at this stage. If, following this, a parent wishes to make a complaint then it should be addressed to the Headteacher.</p>
Name and contact details of SENCo	Miss S McGrane
Local Offer and School SEN Policy references	<p>The OHA Special Educational Needs Policy forms the first part of this document and is available on the school website. The school's contribution to the Local Offer is also available on the school's website, and the LA website : www.askthurrock.org.uk</p>