



# **SEND Policy (Primary)**

Reviewed: September 2022

# Oasis Academy Ryelands SEND Policy

This SEND policy is a key document to support the finest inclusive practice in our academy.

It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their potential to secure the best possible learning outcomes and engage successfully in all aspects of the wider school community.

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

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

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

Our SENCO also contributes to the strategic development of SEN provision. The SENCO role is undertaken by our Inclusion Manager, Louise Champion, who can be contacted via email or through the school office.

Email address: [Louise.Champion@oasisryelands.org](mailto:Louise.Champion@oasisryelands.org)

Miss Champion is a qualified teacher and experienced in this role. She is member of the Academy Leadership Team.

## Section 1: Our values and vision in relation to SEND provision

Oasis Academy Ryelands is committed to providing an appropriate and high quality education to all the pupils living in our local area. We believe that all pupils, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all pupils should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe.

Oasis Academy Ryelands is committed to inclusion. Part of the schools strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys, men and women
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the local authority
- Others such as those who are sick; those who are young carers; those who are in families under stress.
- Any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of pupils who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

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

## **Aims of this policy:**

We recognize that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

At **Oasis Academy Ryelands**, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

**Oasis Academy Ryelands** sees the inclusion of students identified as having special educational needs as equal opportunities issues, and we will also aim to model inclusion in our staffing policies and in our relationships with parents/carers and the community. We are moving away from an SEND approach that locates a problem with the child to looking at what additional provision we need to make for specific pupils.

We work in close partnership with parents, Croydon Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision.

**Oasis Academy Ryelands** ensures a high level of staff expertise to meet pupils' need through universal and targeted training/continued profession development.

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

Responsibility for provision for pupils with SEND remains an integral part of the whole school provision.

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

The Inclusion Manager takes the lead role in relation to inclusion and as a member of the ALT, reports regularly to the Principal.

## **Section 2: Admission arrangements for pupils with SEND**

The school's admission arrangements are set out in the school prospectus and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEN.

The Code of Practice requires a school to admit all pupils who have an Education Health and Care Plan where it has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or
- the attendance of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The LA will work closely with the school so that any decisions on placement for a pupil with an Education Health and Care Plan reflect the individual circumstances of each child and the

school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including Outreach Support from the Croydon Special schools.

The SENCO, in collaboration with parents and other key agencies, will ensure appropriate provision is in place to support pupils with SEN entering the school (See Section 6: Transition)

### **Section 3: Identifying Special Educational Needs and Disability**

The academy uses the definition of SEN and disability as set out in the SEND Code of Practice: *0 to 25 years* (2014) and Equality Act (2010).

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

This process of early identification is supported by:

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

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

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

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

The academy acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour, which may not be SEN.

Before deciding that a pupil requires additional send support the SENCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress.

### **Section 4: Meeting the needs of pupils with SEN.**

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer **Additional SEN Support**.

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

### **The SEN Register**

The register provides an updated record of all pupils receiving additional SEN support

- Progress and achievements of pupils with SEND can be more closely monitored
- There is an overview of the range and level of need across the school
- School provision reflects and is responsive to current profile of need

Close monitoring of this register also provides evidence to show impact of the school provision for pupils with additional needs.

Once identified as requiring additional SEN support, pupils will receive an enhanced package of support to remove barriers to learning and put in effective special educational provision. This will be managed through a four-part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEN Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on approaches that are more detailed, more frequent review and more specialist expertise.

### **The Graduated Response:**

#### **ASSESS**

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

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

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

The academy recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime. This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

## **PLAN**

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

Be outcome focused with the desired benefit or difference from any intervention is clearly identified and to support the evaluation of any impact of any provision.

In addition to quality first teaching, the academy has a wide range of interventions to facilitate progress in particular areas of need. These include:

Motor Skills Programme  
Handwriting Programme (multisensory) Phonics  
Zones of Regulations  
Immersive Reader  
Comprehension  
Speech and Language Programmes  
Lego Therapy Counselling

### **Arrangements for partnership with parents/carers**

Staff and parents/carers will work together to support pupils identified as having additional needs. Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose pupils are being recorded as having additional needs. The Inclusion Manager will attend this meeting if the school or the parents think this is appropriate.

At review meetings with parents/carers we try to always make sure that the pupils' strengths and weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/ carers go away from the meeting clear about the action and way in which outcomes will be monitored and reviewed.

The SEN support plan will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process.

Ideas and materials for supporting learning at home will be discussed with parents/ carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.

Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Inclusion Manager, or if this fails to resolve the issues, the Principal. Our complaints' procedures, available from the academy office, sets out the steps in making a complaint in more detail.

## **The use made of teachers and facilities from outside the school, including support services**

The Educational Psychologist visits the school regularly (according to timetable), following discussion with the Inclusion Manager as to the purpose of each visit.

Croydon special schools will offer advice and visit the school on request. The Early Years SEND Team will visit and offer outreach advice and support through parental request.

Teachers from the Sensory Impairment Team work in school to support pupils, both with and without EHC plans, who have vision or hearing impairment. The specialist teachers work directly with pupils where this is indicated on an EHC plan. Class teachers plan alongside the specialist teachers who contribute to, and may also attend, SEN reviews

The Inclusion Manager liaises frequently with a number of other outside agencies, for example:

- Social Services
- Education Welfare Service
- School Nurse Service
- Community Paediatrician
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Sensory Support Services

The outside agencies contribute to the SEN support plans, which are shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed. Parents will receive copy of this plan with the time frame/date of when it will be reviewed.

### **DO**

Class/subject teachers, with the support of the SENCO, will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximises the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regularly liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.



## **REVIEW**

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend along with pupils when this is appropriate. Depending on the level and complexity of need, this review may be included in the general school cycle of parental consultation meetings.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review, the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupils' response to the support and view of their progress where this is applicable
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved, and with the agreement of parents, the SENCO will make a referral to specialist agency.

## **Removal from the SEND Register**

If a pupil makes good progress and achieves the outcomes set, they will no longer require additional SEN support and her/his name will be removed from the register. Parents will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

## **Education Health and Care Plans**

Interventions and resources from the academy will meet the additional needs of most of the pupils with SEN at [Oasis Academy Ryelands](#).

In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the SENCO, in consultation and agreement with parents and other specialist agencies, will make a request to the Local Authority for an Education Health and Care Plan (EHC plan).

Full details of the process for requesting an EHC plan can be found on the Croydon SEND offer web site (details in Appendix 2).

The EHC plan will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

## **Section 5: Meeting the needs of pupils with medical conditions**

In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Health Care Plans (IHC plans). The IHC plan will detail the type and nature of support that will be available. The plan will also be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff
- Reviewed at least termly or sooner to reflect changing needs and support.

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

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Full details on the arrangements to meet the needs of pupils with medical conditions are set out in a separate policy, which can be obtained through the academy office.

## **Section 6: Transition arrangements**

These are arrangements to support pupils with SEN moving into the school or moving to a different school. Please see details in our school offer, available on our website.

The academy is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENCO.

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

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

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

## **Section 7: Funding and Resources**

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEN support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation.

The school leadership, through consultation with the SENCO decide on how this funding will be deployed to meet the range and level of need for pupils with SEN across the whole academy. This is a finite sum and is not adjusted through the year to take into account of any changes in the cohort of pupils with SEN.

### **Locality SEND Support: supporting children in mainstream schools:**

To improve the quality and timing of support to Croydon resident children with special needs and disabilities (SEND), we are excited to announce a new scheme in 33 local mainstream primary and secondary schools. This is called the Locality SEND Support Scheme.

Schools in Croydon across 4 local areas have been given funding to provide earlier and better targeted help to SEND children and young people. This funding helps special needs staff to quickly get the necessary support for students who are beginning to demonstrate that they have additional needs. These may be needs that can't be met through the school's existing SEND resources.

This early help could include additional resources to be put in place without delays, like:

- Advice
- School to school support
- Referral to specialist services

This can happen more quickly because participating schools hold the funding between them and can direct the resource and help to the most suitable children in an efficient, targeted way.

This funding is for children in primary and secondary mainstream schools who are starting to show a need for additional help and support.

SEND Locality Support is not aimed at children who already have an Education Health and Care Plan (EHCP) or who are in an Enhanced Learning Provision or special school.

## **Section 8: Training**

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the pupils with a range of SEND within everyday teaching.

We also have a team of staff with more specialist skills to support and deliver interventions for pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SEN.

The SENCO attends the termly Croydon briefing sessions to keep abreast of local and national policy and initiatives to enhance SEN provision. She is also an active member of the local cluster network.

## **Section 9: Roles and Responsibilities The SENCO**

The SENCO has the day-to-day responsibility for the operation of the SEND policy and the provision in school. This includes the line management of teaching assistants who give support to individual and groups of pupils with SEND. The SENCO provides guidance and support to all staff in relation to meeting the needs of pupils with SEND. The SENCO has a key role in developing positive partnerships with parents and other external agencies in order to fully address the needs and support progress for pupils with SEND. The SENCO will also take a key role in supporting the transition of pupils with SEND to different settings.

Other roles and key staff actively involved in supporting and coordinating SEND provision and forming part of our wider inclusion team include:

Designated teacher for Safeguarding: Rakhee Shukla

Designated teacher for Children Looked After: Louise Champion

Lead teacher for effective deployment of pupil premium funding: Kate Reed

Attendance Officer: Teresa McCrea

Learning Mentor: Louise Eaves

Regional Director: Adam Browne – Over seeing regional delivery of education, including standard

## **Section 10: Monitoring and evaluating SEND Provision**

The academy undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils.

## **Section 11: Dealing with complaints**

Parents/carers are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance, parents/carers should speak to the class teacher, with further discussions with the SENCO as required. The Head of Primary Phase would then be involved if the situation were unresolved.

Where these initial attempts to resolve the issue are unsuccessful parents will be encouraged to seek advice and support from the local parent SEN Information, advice and support service (SENDIAS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child. This might be the educational psychologist.

If issues remain unresolved, parents can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by Croydon LA but operates independently. They can provide a quick and non- adversarial way of resolving disagreements.

If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Croydon SEND team. Parents will be contacted directly to receive information about the mediation services available.

## **Section 12: Anti-bullying**

We recognize that pupils with SEN are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils with SEN have a named adult to report any incidents of bullying. Through careful monitoring of bullying incidents and regular review of anti- bullying policies and practices with the school community, we ensure our effectiveness in reducing and responding to bullying.

## **Section 13: Disability access arrangements**

In compliance with the duties set out in the Equalities Act 2010, the school has an accessibility plan that outlines the actions we will take over time to increase the accessibility of pupils.

This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.
- Our accessibility plan forms part of our Equalities Policy, which can be obtained at the academy office.

## **Appendix 1: Compliance with Statutory Duties**

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special Educational Needs and Disability Code of Practice: 0-25 Years (2014)
- Equalities Act (2010)
- School Admissions Code of Practice (2016)
- Supporting pupils at school with medical conditions (September 2014)
- Best Practice Advice for School Complaints Procedures (2016)
- The National Curriculum (2016)
- Teachers Standards (September 2012)
- Working together to Safeguard Children (July 2018)

## **Appendix 2: Croydon's local offer for SEND:**

- <https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>
- Locality SEND Support: supporting children in mainstream schools:  
<https://localoffer.croydon.gov.uk/kb5/croydon/directory/advice.page?id=bIK7mqogQs8>