

# Special educational needs and disabilities (SEND) policy - 2024/25

Oreston Community Academy



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## 1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Ensure that Oreston Community Academy fully implements all national legislation and guidance regarding pupils with SEND.
- Set out how our school will support and make provision for pupils with special educational needs and disabilities, ensuring that these pupils receive tailored, high-quality support.
- Provide pupils with SEND access to all aspects of school life so they can engage in activities alongside their peers, fostering inclusion and equal opportunities for all.
- Help pupils with SEND fulfil their aspirations and achieve their best, recognising and nurturing their unique strengths and talents.
- Support pupils with SEND in becoming confident individuals who live fulfilling lives, with a focus on promoting independence, self-worth, and resilience.
- Communicate effectively with pupils with SEND and their parents or carers, ensuring that they are involved in every step of the decision-making process regarding support and provision.
- Adopt a relational approach in all interactions, building strong, positive relationships that are grounded in trust, respect, and empathy.
- Clearly explain the roles and responsibilities of everyone involved in providing for pupils with SEND, ensuring that each member of staff understands their part in supporting these pupils.
- Promote consistency in the understanding and implementation of the SEND policy across all staff, supported by ongoing training in relational approaches to behaviour and learning.
- Ensure that the SEND policy is understood and implemented consistently by all staff, with a focus on creating a supportive and relational environment that promotes the well-being and success of every pupil.

## 2. Vision and values

At Oreston Community Academy, we are dedicated to providing an inclusive and supportive educational environment where every pupil, including those with special educational needs and disabilities (SEND), is empowered to achieve their full potential. Our vision is rooted in the belief that all children deserve access to a broad and balanced curriculum that is both engaging and tailored to their individual needs.

## **2.1 Core Values**

### **Inclusivity**

We create a learning environment where all pupils, regardless of their needs or abilities, can thrive. Our approach ensures that every child feels valued, respected, and included in all aspects of school life.

### **Relational Approach**

Guided by the principles of relational approaches, as outlined in Paul Dix's *"When the Adults Change, Everything Changes"*, we prioritise building strong, positive relationships between staff, pupils, and families. We believe that fostering trust, respect, and emotional safety is fundamental to effective learning and behaviour management.

### **'Maslow Before Bloom'**

We ensure that pupils' basic emotional and social needs are met before focusing on academic learning. We believe that a child's well-being is the foundation upon which all learning is built.

### **Collaboration and Communication**

We value strong collaboration between teachers, SENDCo, external professionals, and families to provide a holistic approach to each pupil's development. We are committed to open and continuous communication, ensuring that parents and carers are fully involved in the educational journey of their children.

## **2.2 Broader Aims**

We are committed to providing all pupils with access to a rich and varied curriculum, ensuring that teaching is adaptive and responsive to the diverse needs of our pupils.

Our school's efforts to achieve the best outcomes for pupils with SEND are reflected in our commitment to understanding and addressing each child's unique challenges and strengths. We tailor our provision to meet the individual needs of pupils, ensuring that every child can engage with and enjoy their learning experience.

We aim to help pupils with SEND develop confidence and independence, equipping them with the skills and self-belief needed to succeed both in school and in their wider lives.

In line with our relational approach, we focus on understanding and addressing the underlying causes of behaviour, using positive reinforcement and consistent, calm adult responses to guide pupils towards positive behaviour and self-regulation.

## 2. Legislation and guidance

This 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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out trustees responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

## 3. Inclusion and equal opportunities

We ensure that all pupils, including those with SEND, have access to a curriculum that is engaging, diverse, and tailored to meet their individual needs. We provide learning experiences that are both academically rigorous and personally meaningful, helping each child to achieve their full potential.

We achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

### **3.1 Inclusion by design**

We are committed to creating a learning environment that is inclusive by design. This means that our curriculum, teaching methods, and school environment are designed to meet the diverse needs of all pupils from the outset. By anticipating the needs of our pupils, we aim to reduce the need for different approaches and resources, ensuring that all pupils feel valued, supported, and able to succeed. Our approach to inclusion by design aligns with the principles outlined in the SEND Code of Practice and the Plymouth Local Authority's Ordinarily Available Provision guidelines.

#### **Principles of Inclusion by Design**

We incorporate Universal Design for Learning (UDL) principles to ensure that all learning materials, activities, and assessments are accessible to every pupil. This includes providing multiple means of representation (e.g., visual, auditory), engagement (e.g., collaborative learning, individual tasks), and expression (e.g., written, verbal, creative outputs).

We anticipate the needs of our pupils by incorporating adaptive teaching and accessible classroom environments from the outset. This reduces the need for reactive measures and allows all pupils to engage fully in their education.

Our classrooms are designed to encourage collaboration among pupils, promoting peer support and fostering a community where every pupil feels included and valued.

#### **Physical Environment and Accessibility**

Classrooms are arranged to facilitate easy movement, especially for pupils with physical disabilities.

We provide access to assistive technologies that support pupils with specific learning needs, such as speech-to-text software. These tools are integrated into the daily learning experience, ensuring that all pupils can participate fully.

Understanding that some pupils may have sensory processing challenges, we have designed quiet areas and sensory-friendly rooms that provide a calming environment when needed. These spaces are available to all pupils, ensuring that everyone can find the support they need within the school.

#### **Curriculum Design**

Teachers plan lessons that are accessible to all pupils and adapt their teaching and resources where necessary.

Our curriculum is adapted to meet the diverse needs of all pupils, including those with SEND. Adaptive teaching strategies are consistently embedded across all classes to ensure that every pupil can access the curriculum at an appropriate level. This includes the use of resources like Widgeo symbols, differentiated materials, and assistive technologies to support learning. Examples of effective adaptation practices will be shared among staff, and the SENDCO will monitor the implementation to ensure consistency.

Our curriculum reflects the diversity of our pupil population, ensuring that materials are culturally relevant and linguistically accessible. We provide support for pupils with English

as an Additional Language (EAL) through targeted interventions and inclusive teaching practices.

Where possible, support for pupils with SEND is integrated into the classroom environment rather than segregated. Teaching assistants and specialist staff work alongside classroom teachers to provide seamless support that benefits all pupils.

### **Use of Assistive Technologies**

We integrate assistive technologies, such as speech-to-text software and other digital tools, into the daily learning experience for pupils with specific learning needs. These technologies are made readily available to support pupils in accessing the curriculum and achieving their learning goals. Training is provided to staff to ensure effective implementation of these tools.

### **Consistent Learning Environments**

To support pupils with SEND, our learning environments are standardised across the school to ensure they are conducive to learning for all. This includes the use of dyslexia-friendly fonts, organised and clutter-free workstations, and sensory-friendly areas where needed. The consistency in learning environments will be regularly monitored by the SENDCO to ensure all pupils can thrive.

### **Continuous Improvement**

We regularly assess the effectiveness of our inclusive design strategies, using feedback from pupils, parents, and staff to make continuous improvements. This iterative process ensures that our approach to inclusion evolves with the needs of our school community.

All staff receive ongoing training in inclusive practices, ensuring they are equipped to deliver high-quality education to all pupils. This includes training in UDL, adaptive teaching, and the use of assistive technologies.

We work closely with external agencies, including educational psychologists, speech and language therapists, and occupational therapists, to ensure that our inclusive practices are informed by the latest research and best practices.

### **Inclusion as a School-Wide Ethos**

Inclusion is more than a set of practices; it is a core part of our school culture. We foster an environment where every pupil feels they belong and can contribute to the school community. This ethos is reflected in our policies, our interactions with pupils, and the way we celebrate diversity in all its forms.

We engage with parents and the wider community to ensure that our inclusion efforts are supported at home and within the broader context of the community. Regular workshops, information sessions, and collaborative planning meetings help to build strong partnerships with families.



## 4. Definitions

### 4.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**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.

### 4.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 4.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"><li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li><li>• Moderate learning difficulties</li><li>• Severe learning difficulties</li><li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li></ul>

AREA OF NEED	
<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 5. Roles and responsibilities

Leadership in SEND is a shared responsibility at Oreston Community Academy. Every leader, from the Headteacher to middle leaders and classroom teachers, is a leader of SEND. This distributed leadership ensures that inclusive practices are embedded across all aspects of school life, with each leader playing an important role in driving our SEND strategy. This approach ensures that our SEND policy is not only implemented but also actively led at all levels of the school.

### 5.1 The SENDCO

The SENDCO at our school is Stuart Armley-Jones

They will:

- › Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- › Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- › Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support and adaptive teaching methods appropriate for individual pupils
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- › Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- › When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- › Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Make sure the school keeps its records of all pupils with SEND up to date and accurate
- › With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

- › With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **5.2 The Hub Advisory Board**

The HAB is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- › Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- › Do all it can to make sure that every pupil with SEND gets the support they need
- › Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND.
- › Inform parents when the school is making special educational provision for their child
- › Make sure that the school has arrangements in place to support any pupils with medical conditions
- › Provide access to a broad and balanced curriculum
- › Have a clear approach to identifying and responding to SEND
- › Provide an annual report for parents on their child's progress
- › Record accurately and keep up to date the provision made for pupils with SEND
- › Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- › Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- › Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- › Determine their approach to using their resources to support the progress of pupils with SEND

## **5.3 The headteacher**

The headteacher will:

- › Work with the SENDCO to determine the strategic development of the SEND policy and provision within the school
- › Work with the SENDCO and HAB to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- › Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- › Make sure that the SENDCO has enough time to carry out their duties
- › Have an overview of the needs of the current cohort of pupils on the SEND register
- › Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review

- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

#### **5.4 Class teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

#### **5.5 Teaching Assistants**

Each Teaching Assistant is responsible for:

- Following the direction of the class teacher to provide consistent support in line with lesson plans and adaptive teaching.
- Circulating the classroom to ensure active engagement with pupils, addressing needs as they arise.
- Supporting pupils during teaching input by prompting, breaking down instructions, and making teaching points more accessible.
- Proactively identifying when a child needs support and providing it through scaffolding tasks, adjusting resources, or offering additional guidance.

#### **5.6 Parents or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs

- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

## **5.6 The pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## **6. SEN information report**

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 7. Our approach to SEND support

### 7.1 Identifying pupils with SEND and assessing their needs

We believe that early identification of special educational needs and disabilities (SEND) is important for providing timely and effective support. Our approach is designed to ensure that every pupil receives the help they need to succeed and thrive in a supportive and inclusive environment.

#### Our Identification Process

We assess each pupil's current skills and levels of attainment. This initial assessment is informed by records from previous educational settings and relevant Key Stages. We also consider any existing evidence that a pupil may have a disability, which helps us determine the reasonable adjustments required to support their learning and participation.

Class teachers regularly assess the progress of all pupils, with a focus on identifying those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or exceed their previous rate of progress.
- Does not close the attainment gap between them and their peers.
- Widens the attainment gap over time.

This monitoring includes progress not only in academic achievement but also in areas such as social and emotional development.

When a pupil is identified as making slower progress, the teacher will implement targeted, high-quality, adaptive teaching strategies aimed at addressing the pupil's area of weakness. This early intervention is essential in supporting the pupil's development and preventing further delays.

If the pupil's progress remains limited despite targeted interventions, the class teacher will consult with the SENDCO. This consultation allows for a more in-depth discussion regarding whether the observed challenges might be linked to a special educational need. Together with the pupil's parents or carers, the SENDCO and class teacher will explore the possibility of involving external specialists for further assessment and support.

We recognise that slow progress and low attainment do not automatically indicate SEND. Therefore, we consider potential short-term factors that might affect a pupil's performance, such as experiences of bullying, bereavement, or other significant life changes. Additionally, we take care to accurately identify and assess SEND in pupils whose first language is not English, ensuring that language barriers are appropriately accounted for during the assessment process.

#### Collaborative Decision-Making

When determining whether a pupil requires special educational provision, we start by setting clear, desired outcomes. This includes defining the expected progress and attainment levels, while also considering the views and wishes of both the pupil and their parents. This collaborative approach ensures that the support provided is aligned with the pupil's aspirations and needs.

Based on the agreed outcomes, we determine the type and level of support needed. This may involve adapting our core offer or, where necessary, providing something different or additional. Our goal is to ensure that each pupil receives the right support to help them succeed.



# Our graduated approach: Approach to learning support



## Graduated Approach – Great Teachers, Great Learners

This is a flexible model of assessment and intervention in school to help all children through a plan, do review cycle at every phase. The approach recognises that there is a continuum of SEND (from low to high need). Where necessary, increasing specialist expertise can be sought to address the difficulties that a child may be experiencing.

**Plan, Do, Review Cycle** at each Phase

**Phase 1**  
 High Quality Planning for All Differentiation for All  
 Child Discussion  
 CPD, Supervision  
 Appraisal  
 Individual Reflection  
 Peer Support  
 Team Support +  
 Key Stage Support  
 Subject Specialist Support  
 Observations / Feedback

**Phase 2**  
 SENCO Consultation  
 Specialised CPD  
 Group Surgery / Consultation with EP  
 Coaching +

**Phase 3**  
 IEP: Highly Flexible Personalised Response  
 Rigorous Monthly Feedback +

**Phase 4**  
 Direct External Support  
 TAM +

**Phase 5**  
 Multi-Agency Involvement  
 EHCP

**SEND Support:** When a class teacher identifies that a pupil is making little or no progress, he or she will provide support, which is additional to or different from the usual differentiated curriculum. The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

## **Transition and Multi-Agency Collaboration**

For pupils joining Oreston Community Academy who have already been identified as having SEND, are known to external agencies, or have an Education, Health, and Care Plan (EHCP), we work collaboratively with previous settings and relevant professionals to gather all necessary information. This ensures that appropriate support is in place from the moment they start at our school, facilitating a smooth and supportive transition.

### **7.2 Consulting and involving pupils and parents**

#### **Partnerships with Learners and Parents/Carers**

We believe in the importance of co-production in the development and implementation of SEND strategies. We actively involve pupils and their parents or carers in all stages of the decision-making process, ensuring that their voices are heard and that the support provided aligns with their needs and aspirations. Regular consultations, feedback opportunities, and collaborative planning sessions are integral to our approach, fostering strong partnerships that support pupil success.

When we identify a potential need for special educational provision, we initiate an early discussion with the pupil and their parents or carers. These initial conversations are crucial for:

- Developing a comprehensive understanding of the pupil's strengths, challenges, and needs.
- Listening to and addressing any concerns that parents or carers may have.
- Clearly defining the outcomes that everyone aims to achieve for the pupil.
- Establishing a shared understanding of the next steps in the pupil's educational journey.

Notes from these discussions are carefully documented and added to the pupil's record. A copy of these notes is also provided to the parents or carers, ensuring that they are fully informed and involved.

We maintain regular communication with parents and carers throughout the process of identifying and supporting pupils with SEND. Parents are kept informed of all developments and are invited to share their input at every stage. This ongoing dialogue helps to build trust and ensures that support strategies remain effective and relevant.

If, after consultation and assessment, it is decided that a pupil will receive special educational provision, we formally notify the parents or carers. This communication includes details of the provision to be made, the expected outcomes, and how progress will be monitored and reviewed.

We actively involve pupils in the decision-making process, encouraging them to express their views, preferences, and goals. By empowering pupils to take an active role in shaping their own educational experiences, we help them to develop self-advocacy skills and take ownership of their learning.

### **7.3 Relational Approach and Inclusive Behaviour**

We adopt a relational approach to behaviour management, understanding that strong, positive relationships between staff and pupils are key to a supportive and inclusive learning environment. This approach is particularly important for pupils with SEND, who may require additional understanding and support. By focusing on the underlying causes of behaviour and using strategies that promote empathy and respect, we aim to help all pupils, including those with SEND, to thrive.

We recognise that behaviour is a form of communication, especially for pupils with SEND. All staff will receive ongoing training to deepen their understanding of this concept, ensuring that behaviour management strategies are supportive and reflective of each pupil's individual needs. This approach is integral to our relational approach, which prioritises understanding and responding to the underlying causes of behaviour.

## **7.4 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **2. Plan**

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMS, and will be made accessible to staff on EduKey.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

### **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher, with support from the SENDCO, will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

## **7.5 Levels of support**

### **School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the LA.

On the census these SEN pupils will be marked with the code E.

## **7.6 Evaluating the effectiveness of SEN provision**

Assessment and monitoring are central to our approach to SEND provision. We regularly assess the progress of pupils with SEND, using this data to inform and adapt our support strategies. Our monitoring processes ensure that interventions are effective and that pupils are making progress towards their outcomes. We also involve pupils and their parents or carers in this process, seeking their feedback to ensure that our provision remains responsive and aligned with their needs. Our SEND provision will be subject to regular and rigorous monitoring to ensure its effectiveness. This includes frequent reviews of LPs, classroom practices, and the impact of interventions. The SENDCO will work closely with teaching staff to gather feedback and data, which will inform ongoing adjustments to SEND strategies. This process will be documented and reviewed in termly meetings with the leadership team.

### **Our Evaluation Approach**

We track pupils' progress closely through a combination of ongoing assessments, including the use of provision maps. This enables us to monitor the impact of the support provided and to identify any areas where further adjustments may be necessary.

Learning Plans (LPs) are reviewed and evaluated every half-term to ensure that the goals set for each pupil are being met. This frequent evaluation allows us to make timely adaptations or alterations to the support strategies in place, ensuring that each pupil's needs are continuously addressed.

### **The Graduated Approach:**

As part of the graduated approach, we carry out a thorough review at the end of each cycle of SEN support. This review involves assessing the effectiveness of the interventions and support provided, and determining any necessary changes to enhance pupil progress.

At the end of each full term, a new LP is developed for each pupil. This updated LP, which reflects the progress made and any new goals or support strategies, is shared with parents or carers to ensure they remain informed and involved in their child's educational journey.

To ensure the effectiveness of our SEND provision, all LP targets must be SMART (Specific, Measurable, Achievable, Relevant, Time-bound). This approach will help create clear, focused, and achievable goals for pupils, facilitating more accurate monitoring of progress and adjustments to interventions where necessary. The SENDCO will provide guidance and training to staff on how to set SMART targets, ensuring consistency across the school.

### **Pupil and Parent Feedback:**

We actively seek feedback from both the pupils and their parents or carers as part of our evaluation process. This feedback is invaluable in understanding the effectiveness of our provision from the perspective of those most directly involved.

Pupil discussions are used to gather insights into how the pupils perceive their progress and the support they receive, allowing us to make adjustments that are responsive to their experiences and needs.

### **SENDCO Monitoring:**

The SENDCO plays a central role in monitoring the quality and effectiveness of SEN provision across the school. This includes overseeing the implementation of support strategies, reviewing progress data, and ensuring that staff are equipped with the training and resources needed to provide effective support.

### **Annual Reviews:**

For pupils with Education, Health, and Care Plans (EHCPs), we hold annual reviews to evaluate the overall effectiveness of the provision in place. These reviews provide an opportunity to reassess the pupil's needs, celebrate achievements, and plan for the coming year in collaboration with parents, carers, and external professionals.

Through these comprehensive and regular evaluations, Oreston Community Academy ensures that our SEN provision remains effective, responsive, and aligned with each pupil's evolving needs. Our commitment to continuous improvement helps us to support every pupil in achieving their full potential.

## **8. Expertise and training of staff**

We recognise that the expertise and ongoing professional development of our staff are important to providing high-quality support for pupils with special educational needs and disabilities (SEND). We are committed to ensuring that all staff are equipped with the knowledge and skills necessary to meet the diverse needs of our pupils.

Staff will engage in continuous professional development focused on supporting pupils with SEND. This includes specific training on Social, Emotional, and Mental Health (SEMH) strategies, adaptive teaching techniques, and the use of assistive technologies. The SENDCO will identify training needs through regular monitoring and ensure that all staff have access to the necessary resources and guidance to support all pupils effectively.

### **Our Approach to Training and Development**

#### **In-House Training:**

We provide regular in-house training sessions through INSET days and staff meetings. These sessions are designed to address the specific needs of our school community and to ensure that all teaching and support staff are familiar with the latest practices, strategies, and approaches in SEND provision.

Our in-house training covers a range of topics, including adaptive teaching, behavioural support strategies, and the implementation of Learning Plans (LPs), ensuring that staff are well-prepared to support pupils with SEND in various contexts.

#### **MAST Support and External CPD:**

Oreston Community Academy buys into MAST (Multi-Agency Support Team) services, which provide additional specialised training and support. This partnership allows us to offer a broad menu of Continuing Professional Development (CPD) opportunities that are accessible to all staff.

The CPD menu includes training on specific areas of need, such as speech and language support, autism spectrum conditions, and mental health. Staff are encouraged to engage with these opportunities to further develop their expertise and to stay informed about best practices in SEND education.

#### **Ongoing Needs Assessment:**

The headteacher and SENDCO continuously monitor the training needs of staff to ensure that our professional development programme remains responsive and relevant. This ongoing assessment helps us to identify any gaps in knowledge or skills and to plan targeted training that addresses these areas.

By aligning our CPD offerings with the evolving needs of our staff and pupils, we ensure that our team is always well-prepared to meet the challenges of supporting pupils with SEND.

#### **Collaborative Learning:**

We foster a culture of collaborative learning, where staff share insights, strategies, and experiences with one another. This peer-to-peer learning is facilitated through staff meetings and collaborative planning sessions, which provide opportunities for staff to reflect on their practice and to learn from each other.

## 9. Links with external professional agencies

At Oreston Community Academy, we work closely with a wide range of external professional agencies to ensure that pupils with SEND receive high-quality, holistic support. We commission several key specialists to provide support on-site, including:

A **Speech and Language Therapist** who works in school weekly to assess and support pupils with communication needs.

A **Play Therapist** who is in school weekly to support the emotional and social development of pupils.

A **Learning Mentor** who works in school weekly, providing targeted support for pupils requiring assistance with learning, behaviour, or emotional regulation.

We also collaborate closely with local services, including:

The **Mental Health in Schools Support Team**, which provides a Cognitive Behavioural Therapy (CBT) educational mental health practitioner to support pupils' mental health needs.

**Plymouth City Council's Communication and Interaction Team**, with whom we hold regular meetings to ensure that the specific needs of pupils with communication difficulties are met.

Our **allocated Educational Psychologist**, provided by Plymouth City Council, who works with us on complex cases, and a **privately commissioned Educational Psychologist** who offers additional input throughout the year.

As part of our commitment to providing comprehensive support, we subscribe to **MAST (Multi-Agency Support Team)** services, which allows us to offer additional support in areas such as:

Access to **family learning mentors, counsellors, and social care family support workers.**

The **Kidstime Workshop for Families**, which supports families where a parent or carer has a diagnosed mental illness.

**'Mind The Gap' Year 6/7 Transitions Provision**, designed to support vulnerable children during their transition from primary to secondary education.

**Enhanced Critical & Serious Incident Support and Rapid Assessment of Self-harm Risk**, providing personalised support plans following serious incidents in school.

Through our partnerships with these agencies and services, we ensure that pupils receive the right support at the right time, fostering a fully inclusive educational experience.

## **10. Admission and accessibility arrangements**

Oreston Community Academy is committed to providing an inclusive and accessible educational environment for all pupils, including those with special educational needs (SEN) or disabilities. Our policies and practices ensure that every child, regardless of their needs, has the opportunity to thrive in our school community.

### **10.1 Admission Arrangements**

Oreston Community Academy welcomes applications from all prospective pupils, including those with SEN or disabilities. We are committed to ensuring that our admission procedures are fair, transparent, and non-discriminatory.

Pupils whose Education, Health, and Care Plan (EHCP) names Oreston Community Academy will be admitted to the school before any other places are allocated.

Our oversubscription criteria are designed to avoid unfairly disadvantaging pupils with SEN or disabilities. We give careful consideration to each application, ensuring that any child with an EHCP is admitted first. Following this, we apply our standard oversubscription criteria, which include factors such as proximity to the school and sibling attendance, while maintaining a focus on inclusivity.

In cases where a child or their parent has exceptional medical or social needs, which require them to attend Oreston Community Academy specifically, we provide a Supplementary Information Form (SIF). This form allows us to gather necessary evidence and ensure that these exceptional needs are taken into account during the admissions process.

### **10.2 Accessibility Arrangements**

Oreston Community Academy is committed to preventing disabled pupils from being treated less favourably than their peers. We take proactive steps to ensure that all pupils can participate fully in school life, regardless of their abilities.

- The school has made significant adaptations to ensure that our facilities are accessible to all pupils. These include:
- Wide corridors and doorways to accommodate wheelchair users.
- Disabled toilets and changing facilities.
- Wheelchair-accessible heights for library shelves.
- Clear visual markers for changes in floor levels and edges in the playground.
- Enhanced transitions into the school, including familiarisation visits for pupils with disabilities.

We work closely with external agencies, such as advisory teachers for visual and hearing impairments, to ensure that our environment is supportive and accessible for all pupils. This collaboration allows us to provide tailored resources, such as large print books and assistive listening devices, to meet specific needs.

Our school's Accessibility Plan outlines our ongoing commitment to:

Increasing the extent to which disabled pupils can participate in the curriculum, by offering differentiated resources and teaching strategies tailored to individual needs.

Continuously improving the physical environment of the school to enable better access for disabled pupils, including the provision of ramps, lighting, and any necessary future adaptations.



Enhancing the availability of accessible information, ensuring that all communication methods, such as internal signage and newsletters, are inclusive and available in formats that meet the needs of disabled pupils and their families.

The full Accessibility Plan is available on our school website and can be provided in print upon request. This plan is regularly reviewed and updated to ensure that our school remains a welcoming and inclusive environment for all.

## **11. Transition Planning**

Effective transition planning is essential for ensuring continuity of support for pupils with SEND as they move between different stages of their education. At Oreston Community Academy, we work closely with previous and future educational settings, as well as with pupils and their families, to develop personalised transition plans. These plans are designed to ensure that each pupil experiences a smooth and supportive transition, whether they are joining our school, moving between key stages, or progressing to secondary education.

## **12. Complaints about SEND provision**

We value the feedback and concerns of our parents and carers regarding our provision for pupils with special educational needs and disabilities (SEND). We are committed to addressing any issues or complaints promptly and fairly, in line with our school's commitment to inclusive education and our overarching complaints procedure.

### **12.1 Informal Resolution**

If parents or carers have concerns about the SEND provision, we encourage them to first raise these concerns informally. The initial point of contact should be the class teacher, who knows the pupil best and can often address concerns quickly and effectively.

If the concern is not resolved after speaking with the class teacher, or if the concern is of a more specific nature relating to SEND, parents should then escalate the issue to the SENDCO. The SENDCO will work closely with the class teacher and other relevant staff to address the concern.

Should the concern remain unresolved after discussions with the SENDCO, parents are welcome to speak with the headteacher. We aim to resolve all concerns informally where possible, fostering a collaborative and supportive dialogue between the school and the family.

### **12.2 Formal Complaints**

If the concern cannot be resolved informally, parents are entitled to submit a formal complaint. Formal complaints about SEND provision should be made to the headteacher in the first instance. These complaints will be handled in line with the WeST Complaints Policy, which outlines a clear and structured process for investigating and resolving complaints.

The full complaints policy, including details on how to submit a formal complaint, can be accessed on our website.

### **12.3 Further escalation**

If parents or carers are not satisfied with the school's response to a formal complaint, they have the right to escalate the complaint further. This can involve a formal review by the Complaints Committee, consisting of three members of the HAB of which we are a member but could include a member of a different HAB, a trustee, a trust leadership executive.

In some cases, pupils themselves may have the right to escalate complaints about SEND provision. For a full explanation of suitable avenues for complaint, including this right, see pages 246 and 247 of the SEN Code of Practice.

### **12.4 Disagreement resolution and mediation**

For additional support, parents can also access disagreement resolution and mediation services through Plymouth City Council. These services are designed to help resolve disagreements in a constructive and impartial manner.

To request mediation, parents can contact Plymouth City Council's mediation services directly. The contact details for requesting mediation are available on the Plymouth City Council website

## 13. Monitoring and evaluation arrangements

### 13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

### 13.2 Monitoring the policy

This policy will be reviewed by Stuart Armley-Jones **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the HAB.

## 14. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy