

Oasis Academy Hadley

Special Educational Needs and Disability (SEND) Policy

The Academy uses the term parents to signify parents and/or carers, i.e. all those who have parental responsibility for a child or young person.

1. Introduction

- 1.1. All Oasis academies are caring communities which aim to promote the mutual respect and understanding and an effective education for all its students. Oasis Community Learning believes that all children and young people should be equally valued and therefore will do all we can do to promote equality of opportunity and outcomes, and to help develop a learning environment where all children and young people can flourish and feel safe.
- 1.2. All young people should have access to a broad, balanced and relevant curriculum, with teaching and learning strategies that maximise achievement and prevent failure by removing barriers to learning and providing access to a wide range of learning challenges.
- 1.3. This policy refers to children and young people with special educational needs and disabilities (SEND) including why and how the Academy works with them. The guiding principle which informs this policy is ensuring that students with SEND are given equal opportunities with their peers to fulfil their academic and personal potential and are helped to feel worthy and important members of the wider Academy community.

1.4. Definition of Special Educational Needs

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014

Disabled Students

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

There is a significant overlap between disabled young people and those with special educational needs. Where a young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

2. Scope of Policy

This policy applies to students with special educational needs (SEN), their parents and all staff.

This policy should be read in conjunction with the following:

- Access Policy
- Equality Policy
- Admissions Policy
- Medical Needs Policy

2.1. Key Requirements/ Legal Duties

This policy responds to the requirements and recommendations of:

- The Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137

2.2. Core Principles

Oasis Academy Hadley fully endorses the SEND Code of Practice (2014) core principles:

All children and young people are entitled to an education that enables them to make progress so that they

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014

Oasis Academy Hadley is fully committed to the inclusion of students with special educational needs and disabilities (SEND) providing that the Academy is compatible for the child's age, ability and aptitude and that their attendance is not incompatible with the efficient

education of other students in the Academy and is an efficient use of the Local Authority's resources.

In keeping with the Academy's Equality Policy, we affirm that

- All learners are of equal value
- We recognise, respect and value difference and understand that diversity is strength;
- We foster positive attitudes and relationships;
- We foster a shared sense of cohesion and belonging;
- We have the highest expectations of all our students;
- We work to raise standards for all students, but especially for the most vulnerable;
- We observe good equalities practice for our staff.

We will ensure that every student with special educational needs:

- Is fully included in Academy life regardless of their particular special educational needs;
- Is a successful learner;
- Is supported to learn at a pace appropriate to their abilities and development;
- Has their strengths and capabilities recognised and valued and any additional needs supported, whether these are social, behavioural, physical, medical, emotional or academic;

All areas of the Academy building are fully accessible for people with disabilities or limited mobility.

3. Objectives of the Policy

- To identify and provide for students who have special educational needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a 'whole student, whole school' approach to the management and provision of support for special educational needs
- To ensure access to the curriculum for all students
- To provide support and advice for all staff working with students who have special educational needs
- To develop and maintain partnership and high levels of engagement with parents

This policy will be reviewed annually.

4. Partnership with Families

The Academy works in partnership with parents. This will enable students with SEND to achieve good outcomes. The Academy recognises that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership.

We have high aspirations for all our students, including those with SEND. In keeping with the principles of Person Centred Planning * students with SEND are integral to the decision-making processes affecting them. We recognise that young people are entitled to the same quality and level of information, advice and support as their parents/carers. Students' views, opinions, wishes and feelings are always considered. We aim to provide as much information and support as necessary to help students achieve the best possible outcomes, preparing them effectively for adulthood. This is especially important at KS5, as some rights to participate in decision making about Education and Health Care (EHC) plans transfer from the parent to the young person.

** Person centred planning is a process for continual listening and learning, focussing on what is important to someone now and in the future, and acting upon this in alliance with their family and friends*

5. Identifying and Assessing Students with SEN

The Academy has a clear approach to identifying and responding to SEN. All teachers at Oasis Academy Hadley are responsible for identifying students with SEN and, in collaboration with the Special Education Needs Co-ordinator (SENCO), will ensure that those students requiring different or additional support are identified at an early stage.

- On entry to the Academy every student's attainment is assessed in order to ensure continuity of learning. This may flag up students who require additional class based interventions and/or further assessment.
- We have detailed exchanges with feeder schools, pre-schools and Health Care professionals. Information gained is used to shape the students' curriculum and pastoral provision in the first few months. This ensures that students have opportunities to demonstrate knowledge and understanding.

5.1. Assessing Students with SEN

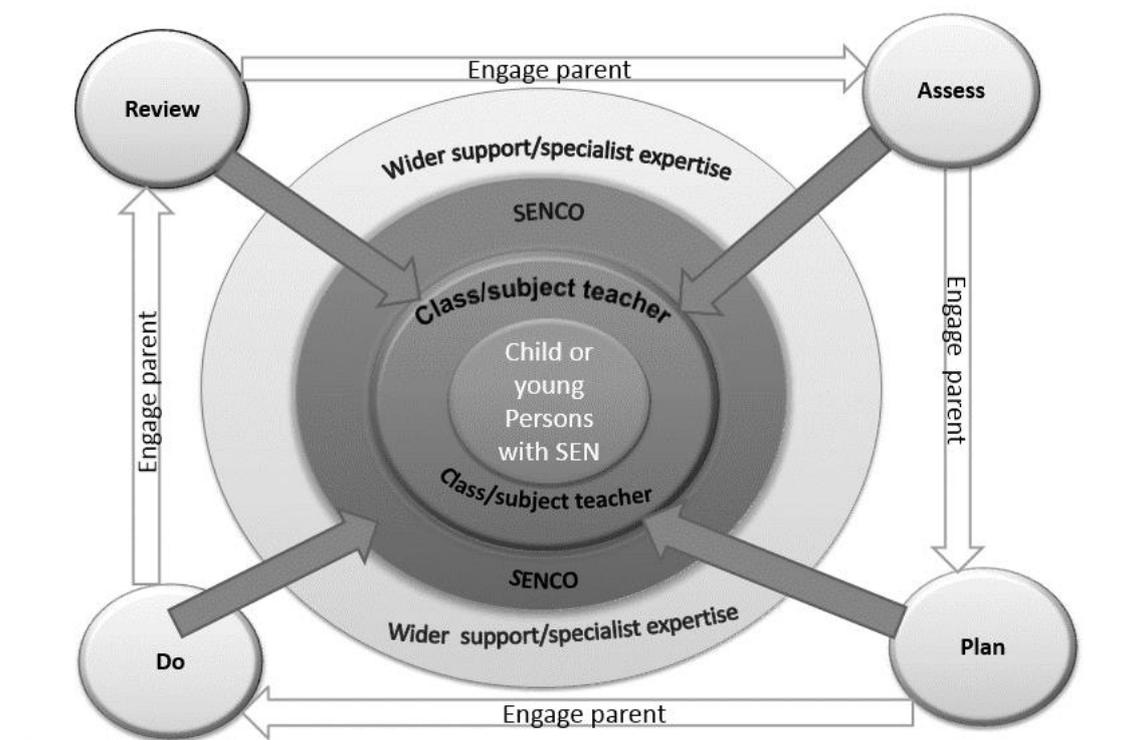
The Academy regularly gathers information about every student's progress, alongside national data and expectations of progress. Academic data is updated six times a year and shared with students and parents. Progress is the crucial factor in determining the need for additional support. Less than expected progress might:

- Be significantly slower than that of their peers starting from the same baseline;
- Fail to match or better the student's previous rate of progress;
- Fail to close the attainment gap between the child and their peers;
- Widen the attainment gap.

Students may also be identified via pastoral and academic tracking meetings where attendance and behaviour data are considered.

5.1.1. Additional Support to Students with SEN Following Assessment

Where teachers decide that a student is making less than expected progress despite high quality, differentiated teaching, they will consult parents and carry out further class based assessments. A period of additional class based interventions will then follow. The diagram summarises our approach.



- If, despite class teacher intervention the student continues to make less than expected progress, the SENCO is consulted.
- The SENCO is then responsible for investigating and where necessary assessing the student to determine if the student has special educational needs, noting areas that are barriers to learning which may require support.
- The identification and assessment of SEN includes an early discussion with the student and their parents. These early discussions with parents enable Academy staff to develop a good understanding of the student's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the student and the next steps.
- We expect students and parents to participate as fully as possible in the assessment, planning and reviewing process.
- With parental agreement, the Academy will liaise with outside professionals if they are already involved with the student.
- For higher levels of need, the SENCO will draw on more specialised assessments from external agencies and professionals.

The SEND Code of Practice 2014 does not assume that there are hard and fast categories of SEN. It recognises that children's needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and learning

- Social, emotional and mental health difficulties
- Sensory and/or physical needs

In line with the SEND Code of Practice we accept that students often have needs that cut across all these areas and their needs may change over time.

We acknowledge that while considering the needs of the whole child, some areas which are not SEN may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Social and economic disadvantage
- Being a looked after child

N.B Behaviour is not a special educational need in itself. In keeping with the SEND Code of Practice, poor behaviour is viewed as a response to an underlying unmet need which the Academy, in partnership with parents will endeavour to identify.

6. The Graduated Approach to Meeting Special Educational Needs

6.1 High quality teaching

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. High quality teaching of all students, including those with special educational needs, is a whole-school responsibility. We understand that additional intervention and support cannot compensate for a lack of good quality teaching. Interventions at Oasis Academy Hadley include:

- All Academy students have access to a broad and balanced curriculum, with targets that are deliberately ambitious.
- The Academy sets students by ability, to ensure that less able students are taught in smaller classes with increased adult support. This allows the curriculum to be personalised according to their needs.
- The Academy regularly reviews the quality of teaching for all students, including those at risk of underachievement. In addition, the SENCO carries out regular learning walks to ensure that high quality teaching for SEN students is in place across the curriculum.
- Teachers are able to access detailed advice on all students with SEN via the Academy's VLE.
- There is regular advice and training delivered by the SENCO or other specialist SEN staff for colleagues at all levels. The aim of this advice and training is to improve teachers' understanding of the SEN most frequently encountered and to develop their skills in identifying students with particular barriers to learning.
- The SENCO holds the National Award for Special Educational Needs Co-ordinators

- Where necessary outside agencies deliver bespoke training.

6.2 Increased levels of provision and support

However, in spite of high quality, differentiated teaching, it may become evident that some students need increased levels of provision and support.

- In consultation with parents and their child, the desired outcomes, including expected progress and attainment, are agreed.
- A decision is then made as to whether this can be provided by adapting the Academy's core offer or whether something different or additional is required.
- All teachers and support staff who work with the student are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the Academy's Management Information System (SIMS).
- A clear date for reviewing progress is agreed, with clear actions set out for the parent, student and teaching staff.
- Where it is decided that a student has a special educational need (SEN), this decision is recorded in the Academy's records and the parents are informed.
- Class teachers remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the subject teacher, they should still retain responsibility for the student. Teachers are expected to 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 SENCO should support subject teachers in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

7. Review of Provision

The effectiveness of the support and interventions and their impact on the student's progress are reviewed in line with the agreed date, as part of the normal cycle of discussions with parents of all students. The views of the student and their parents are integral to this process.

- The SENCO working with class teachers, may revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.
- A record of the outcomes, action and support agreed through the discussion will be kept and shared with appropriate school staff. The record will be given to the student's parents. The Academy's management information system (SIMS) will be updated as appropriate.
- If a student continues to make less than expected progress, despite support and intervention, the Academy may involve specialists, both in-house and from outside agencies.
- The Academy will provide an annual report for parents on their child's progress, as part of the normal reporting process.

For those students with the highest level of need it may be appropriate for the SENCO to request an Education, Health and Care (EHC) assessment. Students and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

As part of the EHC Assessment the Academy may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

8. The Role of the Special Educational Needs Co-ordinator (SENCO)

The Inclusion Team have an open door policy with regards to parents raising concerns about potential SEN issues. The table shows the best people at the Academy to talk to about your child's Special Educational Need

| | Nursery to Year 4 | Years 7 to 13 |
|--|--|---|
| If you are concerned about your child's overall progress | Class Teacher | Learning Guide |
| If you think your child may have a Special Educational Need and would like to discuss this | Learning Director Phase 1 Inclusion and Well-being (Mrs Laskowski) | Assistant Learning Co-ordinators Inclusion (Mr Ching and Ms Heath) |
| If you feel that your child's needs are not being met | Assistant Principal Inclusion (Ms Parks) | |
| If you feel that your child's needs are not being met by any of the above | Deputy Principal Inclusion (Ms McInnis) | |
| If you still feel that your child's needs are not being met | The Principal (Ms Dawes) | |
| If you have a complaint about the SEND support for your child | Academy Councillor with responsibility for Special Educational Needs and Disabilities (SEND) (Mrs Howe) | |

The SENCO plays a crucial role in the Academy's SEN provision.

His/her responsibilities include:

- overseeing the day-to-day operation of this policy
- co-ordinating the provision for students with SEN, including nurture provision
- liaising with and giving advice to staff
- advising on the graduated approach to providing SEN support
- delivering high quality training to staff
- ensuring that the Academy keeps the records of all students with SEN up to date
- liaising with students with SEN and their parents/carers
- liaising with the relevant Designated Teacher where a looked after student has SEN
- liaising with external agencies
- liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned organising access arrangements for public examinations
- tracking SEN students' attainment and progress to ensure that the gap between SEN and non-SEN continues to reduce
- advising on the deployment of the Academy's delegated budget and other resources to meet students' needs effectively
- leading on the Academy's improvement planning for children with special educational needs and disabilities
- working with the Principal and Academy Councillors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

9. Governance

9.1 The Role of the Regional Academy Director

The Regional Academy Director will be responsible for ensuring Principals have implemented and updated their SEN provision in accordance with Code of Practice 2014 annually, in conjunction with the Academy Improvement Team Review in Autumn Term.

The Regional Academy Director is responsible for ensuring that provision for SEN students is of a high standard and will reviewing this provision on an on-going basis.

9.2 The Role of the Academy Council

The Academy Council has delegated responsibility from the OCL Board of Trustees to take on the following responsibilities:

- having a designated Academy Councillor to oversee SEN within the Academy through regular meetings with SENCO

- ensure the Principal annually updates the SEN information report on the Academy's website
- ensuring that students with SEN are fully involved in Academy activities
- ensuring that Academy's policy implementation is carried out within the context of the Oasis ethos
- having regard to the Code of Practice 2014 when carrying out these responsibilities
- ensure the Academy has published SEND information report on their website and that it details all statutory required information (listed below)
- being fully involved in developing and subsequently reviewing the SEN Policy implementation on an annual basis

The Regional Academy Director is Andy Yarrow

The designated Academy Councillor for SEN is Vanessa Howe

10. Complaints Procedure

Parents and carers have the following rights of redress, should the Academy, Academy Council or Oasis Community Learning fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The Academy complaints procedure
- An appeal to The SEN and Disability Tribunal
- A claim against the responsible body (Oasis Community Learning) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the Academies Ombudsman

The Academy's complaints procedure is outlined on the Academy's website and is available on request from the Principal's PA.

11. SEN Information Report

Oasis Academy Hadley publishes information on the Academy's website about the implementation of the policy for students with SEN.

The information will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The information includes:

- the kinds of special educational needs that are provided for
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO
- arrangements for consulting parents of children with SEN and involving them in their child's education

- arrangements for consulting young people with SEN and involving them in their education
- arrangements for assessing and reviewing student's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review
- arrangements for supporting students in moving between phases of education and in preparing for adulthood
- the approach to teaching students with SEN
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN
- the expertise and training of staff to support students with SEN, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for students with SEN
- how students with SEN are enabled to engage in activities available with students in the school who do not have SEN
- support for improving emotional and social development including extra pastoral support arrangements for listening to the views of students with SEN and measures to prevent bullying
- how the Academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting student's SEN and supporting their families
- the above information will include arrangements for supporting children and young people who are looked after by the local authority and have SEN
- information on the Academy's SEND Policy
- named contacts within the Academy for situations where students or parents have concerns
- arrangements for handling complaints from parents of students with SEN about the provision made at the Academy
- details of the Academy's contribution to the Local Offer, including information on where the local authority's Local Offer is published

The Academy Council will also monitor and ensure the following is detailed on the Academy website:

- the Academy's arrangements for the admission of disabled students
- the steps being taken to prevent disabled students from being treated less favourably than others
- the facilities provided to enable access to the Academy for disabled children
- the accessibility plan showing how the Academy plans to improve access progressively over time

Appendix: Oasis Academy Hadley's Provision for Students with Special Educational Needs and Disabilities

The Academy's notional SEN Budget is used to commission a range of support and services. The provisions are reviewed regularly by the SENCO to establish whether they are contributing significantly to student progress and offer value for money.

The SENCO is responsible for maintaining an individual provision map for each student with SEN. This clearly outlines the support put in place which is additional to or different from that which is offered through the Academy's curriculum. It demonstrates how any additional funding is used.

The provision map also helps the Academy maintain an overview of the programmes and interventions used with different groups of students and provides a basis for monitoring the levels of intervention and demonstrates how the additional funding is used.

Oasis Academy Hadley works closely with the Local Authority in the development and review of the Local Offer outlining provision available to meet the range of special educational needs and disabilities. This Local Offer is published on the Local Authority's website. The Academy's offer is published on the Academy's website as part of the SEND Information Report and as an appendix at the end of the policy. <http://www.oasisacademyhadley.org>

Transitions

All of our students are well supported on joining the Academy and at every transition point during their time with us. Additional support may be put in place, at times of transition to support students with special educational needs.

We ensure that all staff involved with a given student will have sufficient and accurate data about the student to enable them to successfully meet their individual needs. Parents are regularly informed about their son/daughter to enable them to play a full and active role in supporting their child's development and progress throughout their time at the Academy

Students with SEN and Bullying

Our Equality Policy makes it clear that all our students have the right to feel safe from bullying. We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Students with SEN may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly. Please see the Academy's Behaviour for Learning Policy for more information.

Students with SEN and Exclusions

When considering whether to exclude a student with SEN, Oasis Academy Hadley pays due regard to Government guidance issued in June 2012 which states that schools should try every practicable means to maintain a student with SEN in school and should seek sponsor, local authority and other professional advice as appropriate.

Provision Map

| Phase 1 (Nursery to Year 5) | | | | |
|---|--|---|---|--|
| Support for all children across Phase 1 | <ul style="list-style-type: none"> Academy Family Support Worker Differentiated curriculum planning, activities, delivery and outcomes Differentiated resources to support individual needs Use of visual timetables, visual signs and symbols High Level of training and support provided by Special Educational Needs Coordinator and Academy Leadership Team High Quality Teaching by Class Teacher and Early Years Teaching Assistants ICT provision / specialist software to support learning In class interventions allocated by Class Teacher Regular assessments and review of data to track progress Student progress meetings Specialist teaching Student profiles with strategies available as advice for staff | | | |
| | Cognition & Learning | Communication & Interaction | Social Emotional and Mental Health | Sensory and/or Physical Medical Conditions |
| Additional support provided for 2 and 3 Year old Nursery | <ul style="list-style-type: none"> Phonics intervention Student profiles with strategies available for staff to refer to. | <ul style="list-style-type: none"> Liaison with local Health Care services. Speech and Language intervention Communication friendly practice | <ul style="list-style-type: none"> Behaviour system of clear rewards and sanctions. Liaison with Child Development Team. Personal, Social, Health, Education (PSHE) sessions and Circle Time curriculum to develop Social, Educational, Mental, Health needs(SEMH) Social and emotional interventions. Academy Team Around the Child and Team Around the Family meetings | <ul style="list-style-type: none"> Fine and Gross Motor intervention (Tiger Teams) Liaison with Child Development Team |

| | | | | |
|--|--|---|--|--|
| Transition into Early Years from home or other provider | <ul style="list-style-type: none"> • Data Exchange • Transition meetings between Health Care visitor and Phase 1 Special Educational Needs Coordinator • Transition meetings between nursery teacher and Early Years teacher • Visits to parents/carer regarding child's needs and welfare | | | |
| | Cognition & Learning | Communication & Interaction | Social Emotional and Mental Health | Sensory and/or Physical Medical Conditions |
| Additional support provided for Early Years: | <ul style="list-style-type: none"> • Phonics intervention • Student profiles with strategies available for staff to refer to. • Individual education plans • Kinaesthetic learning • Writing frames and key word banks | <ul style="list-style-type: none"> • Access to Speech and Language Therapist. • Speech and Language intervention • Individual education plans • Communication friendly practice | <ul style="list-style-type: none"> • Access to Behaviour Support Service • Access to Children and Adolescents Mental Health Service (CAMHS) • Behaviour system of clear rewards and sanctions. • Personal, Social, Health, Education (PSHE) sessions and Circle Time curriculum to develop Social, Educational, Mental, Health needs (SEMH) • Social and emotional intervention. • Individual education plans • Academy Team Around the Child and Team Around the Family meetings | <ul style="list-style-type: none"> • Fine and Gross Motor intervention (Tiger Teams) • Liaison with Child Development Team • Individual education plans • Access to School Nurse Service |
| Transition into KS1 from Reception | <ul style="list-style-type: none"> • Transition meetings between Early Years teacher and Key Stage 1 teacher • Transition sessions for children into new class • Liaison between Special Educational Needs Coordinator and class teacher to share individual needs of children • Data Exchange | | | |

| | Cognition & Learning | Communication & Interaction | Social Emotional and Mental Health | Sensory and/or Physical Medical Conditions |
|---|--|--|---|--|
| Additional Support for Year 1 to 5 | <ul style="list-style-type: none"> • Differentiated Literacy groups: Smaller groups where outcomes are set by stage not age approach • Differentiated Mathematics groups: Smaller groups where outcomes are set by stage not age approach • Early Bilingual Reading Group • English as an Additional Language (EAL) Intervention • Individual support • Phonics intervention led by Learning Support Assistant • English as an Additional Language induction programme for new arrivals into the country. • Student profiles with strategies available for staff to refer to. • Individual education plans • Kinaesthetic learning • Writing frames and key word banks | <ul style="list-style-type: none"> • Access to Speech and Language Therapist • Speech and Language intervention led by Learning Support Assistant • Individual education plans • Communication friendly practice | <ul style="list-style-type: none"> • Access to Behaviour Support Service • Access to Child and Adolescent Mental Health Services (CAMHS) • Behaviour system of clear rewards and sanctions. • Fine and Gross Motor intervention led by Learning Support Assistant • Learning Mentor • Personal, Social and health education (PSHE) and Circle Time curriculum to develop social, emotional and mental health (SEMH) • Place2be counsellor • Individual education plans • Academy Team Around the Child and Team Around the Family meetings • Small group interventions (Rules & Respect, Behaviour 4 Learning,) • Risk assessments | <ul style="list-style-type: none"> • Access to Occupational Therapy • Fine and Gross Motor intervention led by Learning Support Assistant. • Individual education plans • Access to School Nurse Service • Accessible facilities including toilets and lift • Treatment and Medical room |
| Transition into Year 7 from another school | <ul style="list-style-type: none"> • Visits to primary schools regarding guidance, welfare and specific information • Attendance at review meetings • Inclusion staff facilitate additional visits for specific/vulnerable students • Individual parental visits with student • Additional adult support at start for vulnerable students • Liaison with other professionals such as Primary Behaviour Support Service and Social Care • Students' Induction Day in Summer Term and Year 6 Parent/Carer's Enrolment Evening • Summer School prior to start of Year 7 • Year 7 Parent/carers' evening in early October • Transition groups run in Autumn term for vulnerable students | | | |

Phases 2 - 4 (Years 6 - 13)

**Support for
all children
across Phase
2 to 4**

- Academy Parent Support Advisor
- Differentiated curriculum planning, activities, delivery and outcomes
- Differentiated resources to support individual needs
- Use of visual signs and symbols
- High Level of training and support provided by Special Educational Needs Coordinator and Academy Leadership Team
- High Quality Teaching by Subject Teachers
- ICT provision / specialist software to support learning
- In class interventions allocated by Subject Teacher
- Regular assessments and review of data to track progress
- Student progress meetings
- Student profiles with strategies available as advice for staff

| | Cognition & Learning | Communication & Interaction | Social Emotional and Mental Health | Sensory and/or Physical Medical Conditions |
|---|---|--|--|--|
| Additional Support for Year 6 to 8 | <ul style="list-style-type: none"> • Differentiated teaching and planning in all curriculum subjects • 1 to 1 or small group additional Literacy / Numeracy teaching • English as an Additional Language induction programme for new arrivals into the country. • Homework support • Lunch club • ICT specialist software • In-class support (Learning Support Assistant, Higher Level Teaching Assistant or Teacher) • Access arrangements support for internal exams • Sixth Form reading mentors • ICT software (Dragon Voice Activated Word-processing) • Kinaesthetic learning • Writing frames and key word banks | <ul style="list-style-type: none"> • Access to Speech and Language advice and support where identified • Comic strip • Communication friendly practice • In-class support • Social skills group • Social stories • Specialist teaching • Speech and Language Interventions by trained staff • Visual aids • Visual timetables • Communication friendly practice | <ul style="list-style-type: none"> • 1 to 1 Learning Guide, Learning Support Assistant or teacher support • 1 to 1 or small group sessions with peer or Learning Mentor • Academy Team Around the Child and Team Around the Family meetings • Full or part time Placement in Academy Resource Centre (Nurture Room) Academy Alternative Provision or specialist providers • In-class support • Individual education plans and Pastoral Support Plans • Lunch club • Personalised timetables/curriculum • Place 2 Be and Place 2 Talk Risk assessments • Scheduled sessions in Personalized Learning Zone (PLZ) • School Counsellor (CAMHS) • Secondary Behaviour Support Service groups and individual mentoring • Small group interventions (Rules & Respect, behaviour 4 Learning, Anger management, Self-esteem, Relationships, Attention and Memory) • Time-out card | <ul style="list-style-type: none"> • Care plans and risk assessments • If needed Inclusion staff will liaise with the Hospital and Home tuition service. • Some in-class support may address health and safety or access issues. • Specific physiotherapy or occupational therapy programmes may be offered. • Staff are made aware of impairment implications and offer flexible teaching arrangements. • Support may be short, medium or long term to enable access to an inclusive mainstream placement. • The Academy offers an individual response to the wide range of needs from monitoring to full-time support through flexible deployment of resources and personnel • Accessible facilities including toilets and lift • Treatment and Medical room • Medical Support |

| | Cognition & Learning | Communication & Interaction | Social Emotional and Mental Health | Sensory and/or Physical Medical Conditions |
|--|--|--|---|---|
| Additional Support for Years 9-13 | <p>As above plus:</p> <ul style="list-style-type: none"> • Guided options choices • Alternative qualifications • Employability course • Functional skills course • Guided options choices • Modified curriculum • Public Examination Access Arrangements support. • Social skills group training • Work / college placement | | | |
| Transition to Post 16 Education | <ul style="list-style-type: none"> • Early Careers Interview • Additional guidance and support as to Post 16 options • Support with Sixth Form/College/Apprenticeship applications | | | |
| Transition from Sixth Form | <ul style="list-style-type: none"> • Careers Interview • Support with University/Further Education/Apprenticeship/Work applications | | | |

Across All Phases from Nursery to Year 13

Liaison with Parents

- Academy Parent Support Advisor
- Academy Team Around the Child and Team Around the Family review meetings.
- Communication through Text-Home system, positive postcards/letters, translated correspondence to send home.
- Counsellor Educational Psychologist
- Education Welfare Officer, Learning Mentors, Academy Careers Officer
- Identification of student keyworker within Inclusion faculty
- Individual Home-Academy Liaison Plans
- Other external agencies such as Community Language Interpreters
- Parent Partnership support in meetings and with reports
- Subject teachers /Learning Guide/Inclusion Staff Review meetings by request or at scheduled Parents' Evenings

Across All Phases from Nursery to Year 13

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| <p>Partner Agencies</p> | <ul style="list-style-type: none"> • Educational Psychology • SBSS (Secondary Behaviour Support Service) • Educational Welfare Service • • Enfield Business Partnership (Work placements) • Connexions (Careers Advice) • Work placement • Speech and Language Service • Occupational therapy • Physiotherapy • Youth Offending Team • CAMHS (Children and Mental Health Services) • Enfield Parent Partnership • Home and Hospital Teaching Service • Pupil Referral Units • Special School Outreach Service • Enfield Virtual School for Looked After Children • Disability database • Parent support groups • Reflex, Applied Education Solutions, RAISE (Raising Achievement in Secondary Education), Enfield College and Southgate College other off-site education providers. • Enfield Young Carers Project • Social Care and Single Point of Entry Team • Enfield Special Education Needs Panel. |
| <p>Continuing Professional Development for Academy staff</p> | <ul style="list-style-type: none"> • Whole Academy Training from internal / external sources • Targeted faculty / individual training • Master classes training • Knowledge shared between staff • Inclusive practice self-evaluation • Rolling programme of training on health issues, epilepsy, anaphylaxis etc. |