



Olive AP Academy
NENE VALLEY

SEND Policy & Information Report

Olive AP Academy – Nene Valley

Document control table	
Title	SEND Policy and Information Report
Date approved	6 July 2022
Approved by	OA MAT Board (via EPS committee)
Date of next review	July 23
Updates/revisions included:	November 22 – updated name of SENDCO
This is an OA central template but needs localizing according to each academy. Local amendments should be submitted to OA central for filing.	

The person responsible for managing SEND at this academy is:

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1. Aims and objectives

Our SEND policy and information report aims to:

- set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- explain the roles and responsibilities of everyone involved in providing for pupils with SEND

In line with our values, our objectives are:

- to achieve the best possible outcomes for pupils with SEND and disabilities
- to ensure early identification of pupils with SEND
- to personalise provision for those pupils
- to monitor pupil progress in order to maintain and develop the right provision for individuals
- to ensure that pupils have access to a broad, balanced and differentiated curriculum
- to monitor pupil progress, ensuring that all pupils make good progress commensurate with their ability
- to work with parents / carers so that they are fully involved with their child's education
- to ensure that all teachers are teachers of pupils with SEND
- To provide a Special Educational Needs Coordinator (SENDCO).

2. Legislation and guidance

This policy and information report 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

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

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of the 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. Roles and responsibilities

The **SENDCO** is Hannah Wright, Teacher hannah.wright@oliveacademies.org.uk, 01945 479704. She is supported by Rebecca Mead, Senior Deputy who is also a trained SENDCO and can provide strategic leadership.

They will:

- work with the headteacher and OA's Director of Academies to determine the strategic development of the SEN policy and provision in the school
- have day-to-day responsibility for the operation of this policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- advise on the graduated approach to providing SEND support
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- be the point of contact for external agencies, especially the local authority and its support services
- liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensure the school keeps the records of all pupils with SEN up to date

The Olive Academies **Board of Trustees** has ultimate responsibility for ensuring that all policies and procedures in relation to SEND are in place and implemented appropriately and with due regard to the needs of each pupil.

The **Academy Advisory Board** (AAB) reviews progress and provision for pupils with SEND and supports and challenges implementation of SEND policy and performance of SEND students.

OA central leaders including the **Director of Academies** is responsible for reporting to the Board of Trustees and overseeing provision for SEND across OA academies.

Within the academy, the **headteacher** and SENDCO work together to ensure the SEND policy is implemented, children with SEND are appropriately supported in line with their needs and statutory requirements.

The **headteacher** has overall responsibility for the provision and progress of pupils with SEND.

5. SEND information report

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

5.1 The kinds of SEND that are provided for

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

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

5.2 Identifying pupils with SEND and assessing needs

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

5.3 Consulting and involving pupils and parents

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

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

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

- Where appropriate those pupils with SEND are taught in main classes, and are supported by a learning mentor, teaching assistant or SEND teacher
- Small, targeted intervention groups may be run by teachers, learning mentors, teaching assistants or another professional using additional equipment and resources if required
- The SENDCO and teachers may offer personalised programmes to support pupils with literacy, numeracy, speech and language and social, emotional and mental health needs.
- Specialist resources will be identified to support learning and emotional needs
- There will be appropriate personalised planning/differentiation for pupils with SEND and teaching will be responsive to different learning styles to allow for meaningful and effective learning and inclusion for all

- Outcomes will be set for each pupil, and assessment and testing will be used to identify needs on arrival, to evaluate the impact of interventions and to measure progress
- Each pupil's individual targets for learning and behaviour will be jointly agreed by parents/carers, pupils and staff to inform pupil records and shared with all appropriate adults and regularly reviewed and amended at pupil progress meetings.
- Advice from other professionals and agencies will be used to enhance access to the curriculum
- We will include the pupil's views at all stages of the process

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

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

- Transition plans managed by support staff
- Visits to and from future placements
- Personalised reintegration programme to prepare for return to mainstream schools
- Post 16 transition meetings and college visits

5.6 Adaptations to the curriculum and learning environment

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

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

5.7 Expertise and training of staff

At OA-NV we have a teacher who is completing her National Award in Special Educational Needs Coordination. She is experienced in working with students with special needs and is supported in this role by a Senior Deputy who is a trained SENDCO.

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

In the last academic year, staff have been trained in literacy strategies, Lexia, Edlounge, autism and education, mental health awareness, pupil passports and SEND register.

We use specialist staff for Lexia, mentoring, therapeutic interventions and behaviour support.

5.8 Evaluating the effectiveness of SEND provision

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

- reviewing pupils' individual progress towards their goals each term
- reviewing the impact of interventions on a regular basis
- monitoring by the SENDCO
- using provision maps to measure progress

- holding annual reviews for pupils with statements of SEND or EHC plans

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

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

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

Admissions are managed through the Fair Access Protocol and schools and we have agreed criteria for the basis on which a pupil is admitted to the academy. We work with mainstream schools and the local authority to ensure that any child with SEND has access to the relevant support within the academy and on transition out.

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

5.10 Support for improving emotional and social development

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

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

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

5.11 Working with other agencies

At the academy, we work with a wide variety of professional agencies to support all our children, including counselling services, Education Welfare Officer, EWMHS, Educational Psychology, Wise-up, School Nurse and support from the LA.

5.12 Complaints about SEND provision

Complaints about SEND provision in our academy should be made to the headteacher using the academy's complaints policy available on our website.

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

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

Contact details for raising concerns

- SENDCO –Hannah Wright, hannah.wright@oliveacademies.org.uk, 01945 479704
- You can access independent advice via the Parent Partnership Service SENDIASS - <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass>

5.13 Information about the local authority local offer

To see more about Cambridgeshire's Local Offer,

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer>

6. Monitoring arrangements

This policy and information report will be updated by OA central and the SENDCO and reviewed by Education Performance and Standards Committee annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the Board of Trustees.

7. Links with other policies and documents

This policy links to other related policies including:

- Accessibility plan
- Behaviour
- Safeguarding and child protection
- Equality information and objectives
- Complaints
- Supporting pupils with medical conditions