



## Special Educational Needs and Disability Policy

### Olive AP Academy – Havering

<b>Document control table</b>	
Title	Special Educational Needs and Disability Policy
Date approved	October 2017
Approved by	OA EPS committee
Date of next review	October 2018
Updates/revisions included:	NA – revised policy
This is an OA central template, but will need reviewing to ensure the local context is represented, and all local contacts and procedures are included for each academy.  Local amendments should be submitted to OA central for filing.	

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## **1. Values and beliefs**

Olive Academies Multi-Academy Trust and Olive AP Academy – Havering(OA-Hv) are committed to meeting the special educational needs of pupils and ensuring that they make progress. We aim to achieve this in line with our values and beliefs:

- Conviction – everyone has the capacity to reach their potential;
- Determination – not giving up on those who have not yet experienced consistent success;
- Ambition – all challenges can be overcome with the right support both in education and in life;
- Reflection – learning from experiences and developing a capacity to improve further.

## **2. Our objectives:**

- To ensure early identification of pupils with special educational needs and disabilities (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 work within the guidance of the Revised SEND Code of Practice (January 2015) and the Equality Act (2010);
- To provide a Special Educational Needs Co-ordinator (SENCo).

## **3. Responsibilities**

The Olive Academies Multi Academy Trust (MAT) board 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 OA-Hv 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

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

## **4. Admissions**

Admission is by referral only. Pupils are referred by the local authority's In Year Fair Access Panel (IYFAP), which meets monthly at local schools. The panel will make decisions on the appropriate education provision based on the needs of the individual pupil. Further details about IYFAP are available at:

[Havering Fair Access Protocol](https://www.havering.gov.uk/downloads/file/1254/in_year_fair_access_protocol)

[https://www.havering.gov.uk/downloads/file/1254/in\\_year\\_fair\\_access\\_protocol](https://www.havering.gov.uk/downloads/file/1254/in_year_fair_access_protocol)

## 5. Access for disabled

As guided by the Disability Discrimination Act, we consider issues which may be barriers to participation for pupils, parents, carers and staff with disabilities. OA-Hv has an Accessibility Plan available on our website.

<http://aphavering.oliveacademies.org.uk/general-info/policies-and-documents/>

## 6. Resources

- Continuing Professional Development (CPD) will be identified for staff in order to support effectively pupils at our academy.
- Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.
- OA-Hv will ensure that resources are developed and differentiated within curriculum areas / key stages. In addition, staff will be kept up to date about issues of SEND and undertake training.

## 7. Assess, Plan, Do, Review

- Assess: all pupils are assessed for literacy and numeracy on entry to our academy. Data from the originating school is also collected; this will include the level of need, based on Education, Health and Care Plan information or documentation of SEN.
- Plan: provision that is additional to or different from that available to all is recorded on an Individual Learning Plan (ILP). This is a working document, overseen by the SENCo and developed in consultation with pupils, parents, carers and teachers. Advice and information will be sought from external agencies as appropriate. Outcomes set for individual pupils will be specific, measurable, achievable, realistic and time bound.
- Do: our objective is that all pupils will be taught in main classes, with support according to need and the provision required by their SEN or detailed within their EHCP. This includes carefully differentiated lessons; support may also be in the form of small group or individual interventions.
- Review: all interventions and support will be reviewed regularly (at least once a term) in order to ensure that the provision is still appropriate and is contributing to progress for the pupil. This will be reflected in ILPs. In addition, those with statements or EHCPs will have their progress towards outcomes reviewed through the annual review process. This might include a recommendation to cease the EHCP if a pupil is making consistently good progress.

## 8. CPD

Section 317 Education Act 1996 is explicit in the expectation that the MAT board, AAB and school staff are to keep fully informed about developments in SEND. The SENCo will keep fully up to date about SEN issues through attendance at training and cluster meetings. In addition, the SENCo will develop her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies. The SENCo will ensure that this knowledge is used to develop staff knowledge on matters of SEN and to improve provision for individual pupils.

## 9. Complaints

Should a parent or carer have a concern about the special provision made for their child, they should, in the first instance, contact the SENCo who will liaise with the class teachers.

If the concern cannot be satisfactorily dealt with at this stage, the SENCo will bring it to the notice of the headteacher.

If the difficulty remains unresolved, the Complaints Policy and Procedure (available at: [http://aphavering.oliveacademies.org.uk/wp-content/uploads/2017/09/OA\\_Complaints-Policy-Sept-17.pdf](http://aphavering.oliveacademies.org.uk/wp-content/uploads/2017/09/OA_Complaints-Policy-Sept-17.pdf) ) should be followed.

## **10. Useful links**

Further information is also available in our SEND Information report available on our website: <http://aphavering.oliveacademies.org.uk/general-info/policies-and-documents/>

Our website is: <http://aphavering.oliveacademies.org.uk/>

Information and support are also available at Havering Local Authority: <https://familyserviceshub.havering.gov.uk/kb5/havering/directory/localoffer.page?localofferchannel=0>

And from Parents in Partnership, Havering, [pips@havering.gov.uk](mailto:pips@havering.gov.uk), 01708 433885

The SEND Code of Practice can be found at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>