

# SEND POLICY



All One In A Million Free School Policies have been devised to ensure that:

- *OIAM core values are at the heart of all we do: Compassion, Honesty, Integrity and Excellence;*
- *Students from all backgrounds and all abilities are welcome;*
- *Each student has the opportunity to flourish and achieve their potential;*
- *We value the individuality of each student within the context of membership of our community;*
- *We are committed to raising educational attainment and improving our students' life chances;*
- *We provide an environment in which all students are self-aware, self-disciplined and confident;*
- *All students will understand how to make a positive contribution to our extended community;*
- *Academic, creative and personal achievement is supported through focus on Sport, Arts and Enterprise.*

**Approved by:** Full Governing Body; Jane Hobbs, Principal

**Last reviewed:** August 2023

**Next review:** July 2024

## **Introduction**

One In A Million Free School takes account of the requirements of the Education Act 1996, The Children and Families Act 2014, the SEND Code of Practice 2015, the Equality Act 2010, and the Reasonable Adjustments Guide For Disabled Pupils.

This policy also pays due regard to the guidance in 'Working Together to Safeguard Children (2019), Keeping Children Safe In Education 2023, Supporting Pupils at School with Medical Conditions, the Mental Capacity Act Code of Practice and recognises that in order to fulfil its statutory obligations in meeting SEND within OIAMFS, various strands or responsibilities exist.

## **Rationale: Defining Special Educational Needs**

The SEND Code of Practice 2015 states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Furthermore, 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.

The Disability Discrimination Act (DDA) 1995 defines disability as '*a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.*' Thus, the legal definition of disability is not the same as the definition of special educational needs.

It is therefore possible to be disabled under the DDA and not have SEND, and vice versa. It is also possible to be both disabled under the DDA and have SEND. As advised in the SEND Code of Practice 2015, OIAMFS accepts that a medical diagnosis may mean that a child is disabled but is not necessarily SEND. OIAMFS will always consider the child's educational needs rather than a medical diagnosis or disability.

The range of SEND includes:

- Sensory and/or Physical Impairment
- Social, Emotional, Mental Health
- Communication and Interaction
- Cognition and Learning

## **Key Principles of this Policy**

OIAMFS:

- Will ensure that students and their parent/carers are fully included in all decisions about their individual support arrangements
- Will provide high quality teaching that is personalised in order to meet the individual needs of all students

- Will establish and maintain an environment where meeting the needs of students with learning difficulties is the responsibility of all staff, volunteers and Governors
- Will ensure that the needs of every student are identified, implemented and reviewed, whatever the students learning difficulty or need.
- Will ensure that every student has access to the OIAMFS curriculum in addition to its Enrichment programme
- Will ensure that resources are planned for and modified to support universal access including a range of teaching styles and appropriately differentiated or amended learning resources
- Will ensure active participation in all school activities from and for all students
- Will promote effective partnership work with parents/carers and any other professionals or professional agencies
- Will ensure that all students are effectively monitored through a rigorous assessment cycle and that effective interventions ensure each student fulfils their potential
- Will ensure that the physical environment offers complete access to all students, including those with physical/sensory needs.

## **Roles and Responsibilities for the OIAMFS SEND provision**

### *The Role of the Principal*

The OIAMFS Principal has responsibility for the strategic leadership of all aspects of OIAM's work, including provision for students with SEND. The Principal keeps the Governing Body fully informed and works closely with the SENCO.

### *The Role of the Governing Body*

In ensuring that the Governing Body makes provision for students with SEND, the Governors will:

- Ensure that the person appointed to the role of OIAMFS SENCO has the appropriate training and accreditation
- Ensure that OIAMFS provides comprehensive information about the arrangements for the admission of disabled students, the steps taken to prevent disabled students from being treated less favourably than others, and the facilities provided to assist access for disabled students as part of OIAM's Accessibility Plan.
- Do its best to ensure that the necessary provision is made for any student at OIAMFS who has SEND
- Determine the role of the SENCO in relation to the leadership and management of OIAMFS
- Determine the key responsibilities of the SENCO and monitor the effectiveness of the SENCO in undertaking those responsibilities
- Make sure that all staff are aware of the importance of identifying and making provision for students with SEND and that appropriate provision is being made for that child

- Ensure that opportunities are available for students with SEND and/or disabilities, to participate in the activities of OIAMFS, together with those students who do not have SEND or disabilities.
- Make sure that, where the 'responsible person' [the SENCO] - has been informed by the LA that a student has SEND, that those needs are made known to all who are likely to teach them
- Be confident that processes are in place which ensure that all staff are aware of the SEND and Disability Policy of OIAM and work appropriately with all SEND and disabled students
- Have regard to the SEND Code of Practice 2015 when carrying out its duties toward all students with SEND
- Report annually on the implementation of the OIAMFS's SEND and Disability policy
- Consult the LA and governing bodies of other local schools, when it seems to be necessary or desirable to co-ordinate SEND provision in the local area.

### *The Role of the SENCO*

OIAMFS has a commitment to supporting SEND students. The SENCO, in collaboration with the OIAMFS Principal and the rest of the Senior Leadership Team, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school, to identify students with difficulties and to raise the achievement of all students with SEND.

The key responsibilities of the SENCO are:

- Overseeing the day-to-day implementation and operation of the OIAMFS SEND policy
- Liaising with and advising all staff who work with SEND students
- Co-ordinating provision for students with special educational needs
- Overseeing the records on all students with special educational needs
- Working in collaboration with parents/carers of students with special educational needs
- Contributing to the training of all staff including any training of a specialist nature
- Liaising with external agencies and professionals
- Co-ordinating, producing and updating Individual Learning Plans (ILPs) and EHCP Annual Reviews for all students with SEND
- Managing the use of the SEND budget to ensure that funding is allocated appropriately to specific students and cohorts
- Ensuring that all staff are aware of a SEND budget and encouraged to use this budget in liaison with the SENCO to support SEND students.
- Quality assurance of agreed provision and overall monitoring and evaluation of the effectiveness of the school SEND policy

- Ensure effective transition plans are put in place to support the transfer of a SEND student from another school to OIAMFS, to a future or different provision or through a particular Key Stage.

### *The Role of the OIAMFS Form Tutor*

All students belong to a small form group with a specific Form Tutor who is responsible for the day-to-day well-being and achievement of each student in their form group.

They will follow up referrals from other staff. They will work closely with the SENCO to plan for the full access of the students in their learning. Where additional support is deemed to be required, the SENCO is responsible for commissioning specialist input. For example, a deaf child may require signing. As far as practical or possible the Form Tutor will continue to be responsible for the student with special needs and may be involved in the review process and all communication with parents/carers and other professionals.

## **Implementation of the Special Educational Needs Policy**

### *Admission Arrangements*

One In A Million Free School is an inclusive and welcoming school. (See OIAMFS policy/general admission arrangements and school prospectus).

### **Transition Arrangements**

Initial identification of SEND students often occurs through liaison with feeder primary schools, or through a students' previous school, if a school transfer has occurred. Effective transition arrangements are crucial and may begin well before Year 6. The SENCO also works closely with the school's Primary Liaison Teacher and SENCO, as well as the OAM Transition Lead before transfer and once the student enters Year 7. The SENCO, or Transition Lead, will attempt to attend the final review of any Year 6 student with EHC plans prior to transfer and those with significant need who do not have EHC plans.

The SENCO or Transition Lead, will pay visits to primary schools and arrange extra visits at OIAMFS for any student who is on the SEND or additional needs/medical register or who so fits into the vulnerability category.

All students have full access to a balanced and broad-based curriculum, unless modification, exemption or disapplication procedures arise through a student's EHCP. On entry to OIAM, all students are assessed to establish an appropriate baseline in order to plan appropriate provision.

The SENCO circulates student information as early as possible in the first term and determines the nature of the information to be shared with staff.

The SENCO further includes all information in student files and advises the administration team of any necessary arrangements they should be making, in terms of medication, administering information on our SIM system and when communicating with parents and external agencies.

## **SEND Support and Interventions**

OIAMFS will use a graduated approach to meet individual needs. Each step will follow the Assess, Plan, Do, Review cycle to meeting the needs of SEND students.

### **Assess**

- Students with SEND are entered onto the OIAMFS's SEND Register. This is reviewed regularly and amended where necessary. Students may be entered onto the register or have their SEND data changed at any time during the year as need arises. The school encourages staff to share concerns regarding a student with the Form Tutor and SENCO.
- Students who are referred to the SENCO may be given additional assessment as appropriate.
- Parent/carers are kept informed about additional provision which is made available in school and recorded on the student's Individual Learning Plan/Provision Map/Passport.
- OIAMFS recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a student's needs and the best ways of supporting them. At all times OIAMFS seeks to work in partnership with parent/carers to secure positive outcomes for all students. Parent/carers will be kept informed about additional provision which is made available in school and recorded on the student's Individual Learning Plan/Provision Map/Passport.

### **Plan**

- OIAMFS provides support for class teachers and learning support assistants to deal with meeting the needs of SEND students.
- The SENCO has specific allocated planning time to liaise with colleagues over strategies and resources SEND students may need.
- Plan to monitor the progress of children with special needs against the school's targets and address any students not making the required progress.
- It is the policy of the school to offer and plan a variety of methods for supporting students with special needs, some of which take place in the classroom and some of which requires students to be withdrawn from the class.
- The class teacher along with the SENCO will make the decision to offer in-class or withdrawn support based on the specific needs of each student. For example, a student with low levels of concentration may benefit from working in a room away from other student for short periods; however, in determining arrangements for withdrawal support, teachers seek to ensure that a broad and balanced curriculum is maintained.
- Support given to students with special needs is the responsibility of the teacher and SENCO who plans carefully for individual student's needs.

### **Do**

- Booster sessions and afterschool Enrichment activities are activities OIAM FS encourage SEND students to attend, to develop certain skills and boost progress.
- Staff who are concerned about particular students may then be observed by the SENCO who may involve an Educational Psychologist or other educational or health care professionals as appropriate.

- Educational Psychologists or other professionals from the L A or NHS may carry out certain observations and assessments and an EHCP may be applied for (or not) based on the advice of an Educational Psychologist, other educational or healthcare professionals or appropriate external agencies.
- If an EHCP is in place, staff will carry out specific training organised by the SENCO.

### **Review**

- Dependent on the availability and attendance of parent/carers, reviews take place regularly
- Where students have an EHCP there will be at least one Annual Review in collaboration with students, parents, outside agencies and OIAMFS.

### **Education, Health and Care Plans (Statutory assessment)**

Where, despite OIAMFS having taken relevant and purposeful action to identify, assess and meet the SEND of the student, they have still not made expected progress over a significant period of time, the school may consider requesting an Education, Health and Care assessment. The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they become older, prepare them appropriately for adulthood.

### **Procedures used by OIAMFS for working with SEND students:**

- OIAMFS has systems and processes that ensure that all SEND students have individual 'passports' which contain regularly reviewed and updated targets. These targets are shared with all staff who make intentional opportunities in learning and lessons for students to practice and secure them.
- Students who have an EHCP also have an annual statutory review meeting which is conducted in line with the Code of Practice and statutory procedures.
- OIAMFS class sizes (25:1 on average) are small and learning cohorts are often supported by a smaller team of adults who will know the students well, ensuring that special educational needs are met at all times.
- The school aims to provide a flexible range of strategies and provision for meeting SEND; as well as individual programmes and in-class support access to outside agency support is also available where appropriate.
- Parents/carers are encouraged to attend and participate fully in all SEND review meetings.
- The SENCO has a quality assurance role to ensure that the recommendation on a students' EHCP are being implemented by all staff.
- Regular observations of SEND students are carried out in lessons and out of lessons by the SENCO.
- The SENCO is the first port of call for parent concerns regarding their SEND need.

- The SENCO maintains up-to-date and meaningful records for all students identified as having SEND.

OIAMFS recognises the following classification of SEND terms and these will be used on all documents including IEPs and lesson planning proformas:

- Communication and Interaction: language, autistic spectrum disorder (ASD)
- Cognition and Learning: learning, specific learning difficulties (Dyslexia) (MLD, SPLD)
- Social, Emotional, Mental Health (SEMH)
- Sensory and/or Physical: hearing, visual, physical (VI, HI, PD)

### **External Support Services**

OIAMFS aims to make full use of all external agencies to assist students requiring learning support. This will include agencies provided by the LA, Health and Social services, post-16 sector and voluntary agencies.

OIAMFS will look for a close and productive relationship with external agencies – both from the LA and from other sectors.

### **Parental Partnership**

OIAMFS aims to involve the parents/carers of all special educational needs students in all decisions affecting their child's education.

Parents/carers will be encouraged to become involved in supporting their child's work both at OIAMFS and at home.

Parents/carers will be encouraged to participate in their child's education through:

- Regular information on their child's progress
- Suggestions for working with their child at home
- Invitations to come into OIAMFS to discuss their child's progress
- Providing copies of all relevant information so that parents/carers can make informed choices regarding their child's education
- Encouraging attendance at and participation in Parents Evening

### **SEND and Harmful Sexual Behaviour (HSB)**

Children and young people with learning disabilities are more vulnerable both to sexual abuse and to displaying problematic sexual behaviour. Such individuals may:

- have less understanding that some sexual behaviours are not acceptable
- receive less sex and relationship education than other young people
- have fewer opportunities to establish acceptable sexual relationships
- struggle with social skills generally
- relate more easily to children younger than themselves

Where a child is responsible for harmful sexual behaviour or is a victim of sexual abuse, it is important to apply principles which remain child-centred. Harmful sexual behaviour by children must be recognised as being harmful to both the victim and the child or young person who displayed the behaviour.

A child who engages in harmful sexual behaviour may be suffering, or be at risk of significant harm and may be in need of protection.

Harmful sexual behaviour, when identified in children, must be taken seriously by all agencies. It is important to distinguish between behaviours which are experimental in nature and those that are exploitive and harmful.

### **What is Harmful Sexual Behaviour (HSB)?**

Harmful Sexual Behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It may also be referred to as sexually harmful behaviour or sexualised behaviour.

HSB encompasses a range of behaviour, which can be displayed towards younger and older children, peers and adults. It is harmful to the children who display it as well as the people subjected to it.

### **Technology Assisted Harmful Sexual Behaviour?**

Technology assisted HSB is sexualised behaviour which children or young people engage in using the internet or technology such as mobile phones and tablets.

This might include:

*viewing pornography (including extreme pornography or viewing indecent images and videos of children)*

*sexting*

*revenge porn*

The internet and technology are an integral part of everyday life for young people. OIAM acknowledges the positive opportunities the internet provides for young people with Special Educational Needs and Disabilities (SEND); the accessibility of images and video online make it an excellent learning tool, whilst global connectivity enables children with SEND to socialise and access support. However, children with SEND are more likely than their peers to experience online issues such as online grooming and exploitation.

Online safety is a fundamental part of OIAMFS's safeguarding responsibility and the school will continue to implement a range of targeted and differentiated strategies to enable learners with SEND to access the internet safely and appropriately.

The 2023 revision of 'Keeping Children Safe In Education' highlights the importance of all staff recognising the signs of peer-on-peer abuse and appropriate response. OIAMFS acknowledges that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. In following the recommendations of 'Keeping Children Safe In Education 2023', all OIAMFS staff should:

*Reassure victims that they are being taken seriously and that they will be supported and kept safe. They shouldn't be given the impression they are creating a problem or made to feel ashamed for making a report;*

*Know the indicators of abuse and neglect for specific safeguarding issues such as child criminal exploitation and child sexual exploitation;*

*Be vigilant as multiple safeguarding issues will overlap with one another;*

*Be aware of the risk factors that increase the likelihood of involvement in serious violence;*

*OIAMFS may be the only stable, secure and predictable element in the lives of children at risk. When at OIAMFS their behaviour may be challenging and defiant or they may be withdrawn;*

*Keeping Children Safe In Education 2021 also highlighted the need for staff to both identify and respond appropriately to peer on peer abuse;*

*'Staff should be aware of and vigilant in detecting abuse, including new recognition of 'initiation/hazing type violence and rituals' which may include 'activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element'. ('Keeping Children Safe In Education, 2021').*

## **Parental Concerns**

OIAMFS values the relationship between school and parents/carers. If a parent/carer has a concern about their child's progress or the effectiveness of the SEND provision they should, in the first instance, contact their child's Form Tutor. If concerns are not met to the parents/carer's satisfaction parents should contact the SENCO who will plan an appropriate response in liaison with the Vice Principal. Please note any further concerns can be addressed via the processes detailed in OIAMFS's Complaints Policy.

## **Monitoring, Evaluation and Review - Role of the Governing Body**

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout OIAMFS.

The success of the OIAMFSs policies and provision for special needs is evaluated through:

- Analysis of data and test results and outcomes of reviews.
- Monitoring of practices and procedures through termly/annual review
- Parental feedback and comments
- Reflection of transition day and procedures
- The Governor's Annual Report