



Ousedale School

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SEND Policy and Information Report

Reviewed and approved by Personnel Committee	June 2023
Approved by Full Governors	July 2023
Next due for review by Personnel Committee	June 2024

1. Aims

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
- Ensure that pupils, parents/carers and staff understand and respond supportively to each person's individual strengths and weaknesses in learning and behaviour

As set out in the school's vision that learners will acquire the character, experiences, knowledge, skills and qualifications, Ousedale School aims to achieve the best outcomes for pupils with SEND by ensuring:

- Optimum use is made of resources available, inside and outside school, by developing a flexible range of support components to meet the special educational needs of individual members
- All pupils have access to their full entitlement our character, experiences, knowledge, skills curriculum with reasonable adjustments made where applicable
- All pupils will have the same entitlement to a broadly based, rigorous pattern of learning and challenge
- Differentiated work will be developed and made available across the whole ability range in all subject areas
- There will be a fair apportionment of financial resources for the purchase of learning materials to support differentiated work
- Assessment programmes will be reviewed regularly to ensure fair testing and parity of access arrangements available, both nationally through examination boards and Ousedale's Assessment Points

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 SEND
- 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

As we are an Academy, 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 that 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

4.1 The SENDCo

The SENDCo is Sian Waterhouse. From September 2023 the SENDCo will be Helen Bacon.

The SENDCo will:

- Work with the headteacher and SEND 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 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 (LA) 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 SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

4.4 Class teachers

Each class teacher is responsible for:

- 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 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

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

- The SENDCo will liaise with primary feeder schools and the entry PAL to ensure that all known SEND information is accurate and available to staff
- The SENDCo will implement a whole school programme of assessment to identify pupils with SEND and to inform ongoing assessment for learning within departments
- Pupil's complete diagnostic assessments of reading comprehension, numeracy abilities and the regular re-testing of these skills will ensure that progress is monitored accurately
- The SENDCo will conduct additional psychometric testing for reading, spelling, processing, speed of writing; this can lead to public examinations arrangements being modified
- The SENDCo will liaise with faculties to ensure the needs of all SEND groups are met

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Everyone is involved in the drafting of the individual pupil passport

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 The voice of the pupil

All pupils should be involved in making decisions, where possible, right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who

know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

At Ousedale we encourage pupils to participate in their learning by:

- Contributing to reviews and targets (formally or informally)
- Talking to TA's and teachers about their learning
- Class and individual rewards system
- Completing an individual pupil passport

5.5 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.6 Supporting 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.

For all new starters with SEND needs, pupils have an additional induction session at Ousedale school, in order to further familiarise themselves in their new setting. Our SENDCo and Deputy SENDCo liaise with primary SENDCos to ensure pupils are supported effectively with transition.

The school's careers advisors are involved in transition planning for pupils with EHCPs and are kept informed of all pupils with SEND requiring careers support. These pupils are also supported where appropriate during work experience planning; careers arrange visits as required and as per set out in EHCP 'Preparing for Adulthood' section.

5.7 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Support in classes is allocated in proportion to the degree of pupils' needs and the details are recorded in pupil's passports, updated as required
- Specific skills workshops are offered in spelling, literacy, numeracy and social skills, in response to the particular needs of the current cohort. These will be offered if pupils meet baseline requirement, as they will involve removal from the usual timetable. Further details of the additional provision are included in the Local Offer document published on the school website and reviewed annually

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- The school has an Accessibility Plan in place
- The Admissions Officer, in consultation with the SENDCo, will identify any exceptional environmental needs to ensure that disabled pupils can participate in the curriculum
- Efforts will be made to ensure that new developments in the fabric and architecture of the school enable access for all
- There will be a fair distribution of finance to support the development of educational, social and recreational areas for pupils of all levels of ability and disability
- The school does not have a special unit
- The Newport Pagnell campus has limited wheelchair access and will accommodate (on a case by case basis) pupils with mobility difficulties. The Olney campus is designed with complete wheelchair access in mind. The governors will work with the Local Authority to improve facilities to accommodate pupils' particular needs
- PILCs (Personalised Inclusion and Learning Centres) have been set up at both the Newport Pagnell and Olney Campuses. Pupils will have access to personalised learning and alternative programmes. We aim to maintain progress towards GCSE and other accredited qualifications where possible
- We take all SEND needs in to account. Where there are behavior concerns we will make reasonable adjustments to meet need, however we will still follow our behavior policy if warranted. The behavior policy can be accessed through our schools website here:
<https://www.ousedale.org.uk/attachments/download.asp?file=303&type=pdf>

5.9 Additional support for learning

Our experienced and professional team of teaching assistants work under the direction of the SENDCo and Deputy SENDCo at the Olney Campus and two Assistant SENDCos at the Newport Pagnell Campus to provide a comprehensive package of support which addresses a range of Special Educational Needs.

The support for each pupil is personalised to fit their needs, in consultation with our specialist TAs, teaching staff, parents and outside agencies. We believe that the key to effective support is engaging the student and allowing them to target the areas in which they need support. Together with the school's pastoral team, we assess, plan, do and review the support in place to ensure we provide for all pupils at every Key Stage, academically and socially.

We have a range of Teaching Assistants working with students with special needs across the dual campus. These include Higher Level Teaching Assistants (HLTA's) specialising in Maths or English, specialist sensory, behaviour, BTEC & vocational, autism and sixth form TAs. The team offers a range of 1:1 and small group interventions, as well as support within the classroom.

We have 8 teaching assistants who are trained to deliver interventions such as Zones of Regulation, Read Write Inc, Catch-Up Numeracy, Talkabout for Teenagers, Toe by Toe.

Teaching assistants will support pupils on a 1:1 basis when identified as having significant learning needs.

Teaching assistants will support pupils in small groups when a group is identified as needing additional literacy, numeracy or social skills.

5.10 Expertise and training of staff

The SENDCo is allocated 20 hours a week to manage SEND provision.

Our SEND team also includes a Deputy SENDCo at the Olney Campus and two Assistant SENDCos at the Newport Pagnell campus.

Our planned SEND staffing comprises of 24 teaching assistants, including 7 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

The Director of SEND line manages the SENDCo and is the designated member of the Senior Leadership Team for SEND.

In the last academic year, all SEND staff have been trained in:

- Training for Readers, Scribes, Invigilators and Other Helpers in Exams
- Invigilator announcements – starting the exam
- The Role of an invigilator
- The Examination Room
- Examination materials
- Question papers, stationery, materials and other equipment
- Dealing with emergencies

SEND Management Team have been trained in:

- Innovative Strategies in addressing complex SEN and disabilities;
- How Schools can support the mental health and wellbeing of pupils with autism;
- Developing and implementing affective pedagogical practice for pupils with send;
- Identifying and supporting children with hidden send;
- Implementing sensory activities and brain breaks for children with send (secondary);
- Certificate in SEND code of practice.

HLTAs have been trained in:

- How to Manage and Address Low Level Disruption in Classrooms | Secondary
- Teaching and Supporting Pupils with Dyslexia | Secondary
- Secondary Reading: How to Support Pupils Unable to Read
- Maths Anxiety: Building Resilience and Confidence to Improve Learner Outcomes | Secondary
- A Webinar for Teaching Assistants: Helping Unlock the Potential of Pupils with SEND | Secondary

TAs have been trained in:

- Helping Unlock the Potential of Pupils with SEND | Secondary
- Secondary Reading: How to Support Pupils Unable to Read
- Helping Unlock the Potential of Pupils with SEND | Secondary

Whole Staff CPD relating to SEND

July 2021:

Whole School INSET led by Equali Teach

- Consider the impact of disability discrimination and a lack of accessibility and inclusion on staff and pupils
- Understand and comply with their duties under the Equality Act 2010 and SEND Code of Practice 2014
- Understand the social model of disability and the duty to make reasonable adjustments
- Consider how to best involve parents and carers and young people in decisions
- Have identified best practice approaches to embedding accessibility and inclusion throughout their roles
- Feel empowered to respond effectively to an issue of disability discrimination should it arise

October 2021:

Whole School INSET led by Teaching and Learning Team: **Using PPPs to meet SEND need.**

March 2022:

Whole School INSET led by National College: **Building positive relationships to manage the behaviour of pupils with SEND**

February 2023:

Whole school INSET led by Teaching and Learning Team: **Effective SEND provision**

Additional Training for recently qualified staff 2022/3:

Term1

Effective Behaviour Management: Is “challenging behaviour” misunderstood?

SEND at Ousedale School

Developing and implementing Effective Pedagogical Practice for Pupils with SEND

Unconscious Bias: Developing Resilience in the Classroom to Support Pupil Outcomes

Term 2

Adaptive Teaching: Differentiation to Engage and Support All Pupils

Evaluation and Impact

21-22

- Term 1 Appraisal Data – 96% secure + additional support in place for 4%
- Term 2 Appraisal Data – 99.5% secure + additional support in place for 0.5%
- Term 3 Appraisal Data – 100% secure +

22-23

Use of PPPs highlighted in Ousedale Standard and quality assured through appraisal cycle:

- Term 1 Appraisal Data – 99% secure + additional support in place for 1%
- Term 2 Appraisal Data – 100% secure +

Introduction of SEND specific lesson dip as part of QA to evaluate impact on training, including focus on quality of teaching and culture:

- Up to April 2023 – 97% meeting the standard.
- Additional support in place for 3% (new members of staff who are receiving additional support in meeting SEND needs from their mentors and induction tutors)

Evaluation of whole school INSET on SEND provision:

- 93% have greater clarity on expectations in terms of meeting SEND needs

- 96% confident that they have a range of strategies to meet those expectations
- 1:1 intervention provided to those lacking clarity / requiring more support from TAB and SEND team

We used specialist staff for literacy, numeracy, social skills and well-being.

5.11 Securing equipment and facilities

The Local Authority has devolved funding to the school based on a formula derived from entry assessments of all pupils. In addition, it provides additional funding for more expensive special educational provision (top-up funding) based on a nationally prescribed threshold.

- Devolved funds earmarked for SEND purposes are managed by the SENDCo, overseen by a member of SLT
- The school allocates the staffing budget according to need and resources received
- The SENDCo will strive to obtain the school's full entitlement to SEND resources;
- Distribution of funding is based upon the amount of top up funding allocated for each EHCP pupil
- Funding is also used for Training for teachers and Teaching Assistants – in-house, local and national courses and specialised books and equipment

5.12 Evaluating the effectiveness of SEND provision

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

- Conducting targeted Quality Assurance of SEND provision in the classroom through the use of a number of quality assurance tools including: Data reviews, teaching and learning reviews, stakeholder reviews, leadership reviews
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Reviewing pupil passports
- Using Key Performance Indicators for both progress and attendance

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

All of our experience and character curriculum opportunities are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on any of our residential trip(s)

All pupils are encouraged to take part in our wider experiences and character curriculum such as sports' day/school productions/music galas/ theatre trips/museum visits/residentials/ DoE

No pupil with SEND will be excluded from taking part in these activities where reasonable adjustments can be made

Ousedale School strives to ensure that our culture and ethos supports whatever the abilities and needs of all students.

- Arrangements for the admission of disabled pupils ensure:
 - Children with statements of special educational needs naming Ousedale School will be given priority for admission within the normal admission round at 11+

- Our oversubscription criteria prioritizes pupils with statements of special educational needs
- The school has an Accessibility Plan and it can be found on the school website. The aims of the Accessibility Plan are to:
 - Improve and maintain access to the physical environment of school. This covers improvements to the physical environment of the school and physical aids to access education
 - Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure students with a disability are as equally prepared for life
 - Improve the delivery of written and verbal information to pupils, staff, parents and visitors with disabilities

5.14 Support for improving emotional and social development

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

- Pupils with SEND are encouraged to be part of the school Leadership Team
- Pupils with SEND are also encouraged to be part of Lunch Club to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

5.15 Working with other agencies

The SENDCo will maintain links with all available agencies in the Local Authority and nationally in the areas of need of current pupils, and these professionals will be invited to contribute to work with pupils and staff if appropriate.

A number of services are available to the school including:

- Educational Psychologist
- Community Physician
- SENDIAS (Special Educational Needs and Disabilities Information Advice and Support Service)
- Speech and Language Service
- Physiotherapy Service
- Specialist Teaching Team: C&I (Communication and Interaction), HI (Hearing Impairment), VI (Vision Impairment)
- Virtual School
- The Child and Adolescent Mental Health Service (CAMHS)
- Youth Offending team
- Social Services Teams
- Ethnic Minority Achievement Support Service
- Victim Support Service

5.16 Complaints about SEND provision

Parents and carers are encouraged to talk with school staff at the earliest point of concern.

The whole school complaints procedures are set out in the school prospectus and available on the website.

Complaints about SEND provision in our school should be made to the Director of SEND in the first instance. They will then be referred to the school's complaints policy.

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 school 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

5.17 Contact details of support services for parents of pupils with SEND

Outside specialists such as the Educational Psychology Team, Children and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy (SALT) or Children and Family Practices (CAFP) maybe asked to provide advice and support. In these instances, parents will always be contacted and asked to give information towards the referral.

The Specialist Teachers team at Milton Keynes Council SEN department are also available to support pupils with SEND. Teachers with specialist knowledge in the areas of autism (ASC), Visual Impairment (VI), Inclusion and Intervention and Hearing Impairment (HI) visit pupils to review progress and set individual targets to help them access the curriculum. They also advise and train teaching staff and TAs. The Inclusion specialist teachers can advise school on packages to access alternative educational opportunities across Milton Keynes for those students who have complex needs.

Milton Keynes Council's local offer of services outside of education available to students with SEND can be accessed on our school website here: <https://www.ousedale.org.uk/learning/special-needs-and-disabilities>

SEND IAS provides a range of support for parents of pupils with SEND. For further information see <https://mksendas.org.uk/>

5.18 Contact details for raising concerns

The contacts within the school for when pupils or parents have concerns are as follows:

- Any queries regarding SEND provision or pupils with SEND must be submitted to SENDtriage@ousedale.org.uk

5.19 The local authority local offer

Our contribution to the local offer can be found here: <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/SEND>

Our local authority's local offer is published here: <https://www.milton-keynes.gov.uk/sendias>

6. Monitoring arrangements

This policy and information report will be reviewed by the Director of SEND and the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to several other documents such as:

- Behaviour Policy
- Anti-bullying Policy
- Equal Opportunities Policy
- Careers Information Education and Guidance Policy
- Accessibility Plan

- Equality Statement and Policy (includes equality objectives)
- Supporting Students at School with Medical Conditions