



Ormiston London Academies

# OAT LONDON AP Inclusion/SEND Policy

2021-22

**Policy dates: *September 2021 – August 2022***

**Staff Lead:**

**LGB Lead:**

**Policy approved:**

**Next review date:**

## **Inclusion/SEND Policy**

This policy has been developed in accordance with the Special Educational Needs (SEND) Code of Practice 2014 and in line with the following:

- The Children and Families Act 2014
- The Equality Act 2010
- The OAT Equal Opportunities Policy
- The OAT Accessibility Policy
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Education Act 2011

The Inclusion/SEND Policy is written for, and by, the whole school community: staff, learners, parents/carers and the Board. It is designed to be a working document.

**'I think Inclusion is a group of people who welcome you and make you part of a group....a group of people who are together, no one is left out....making sure people stay in the school system....it means that I can finally concentrate on my studies'- MIC Learner.**

### **1. Definition of SEND**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have significantly greater difficulty in learning than the majority of others of the same age: or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

A child under compulsory school age has SEN if they fall within the definition at (a) or (b) or would do so if special educational provision was made for them.

Children must not be regarded as having a learning difficulty solely because the language of form of language of their home is different from the language in which they will be taught.

### **2. Broad Areas of Need**

The Code of Practice 2014 identifies four broad areas of need **Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health (SEMH) and**

**Sensory and/or Physical.** The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

(See appendix 1 for a detailed breakdown of the four broad areas of need).

### **3. Principles and Objectives**

The OAT London AP community is fully committed to inclusion and we aim to achieve maximum inclusion of all learners whilst meeting their individual needs.

We are committed to the following aims:

- To ensure full entitlement and access for all learners to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem
- To educate young learners identified as having SEN/Additional Needs wherever possible, alongside their peers within the mainstream curriculum, having given due consideration to the appropriate wishes of their parents/carers and the necessity to meet individual needs
- To identify and assess learners with SEN/Additional Needs as early and thoroughly as is possible
- To fully involve parent/carers and learners in the identification, assessment and delivery of SEN/Additional Needs provision and to strive for close co-operation between all stakeholders
- To meet the needs of all learners experiencing SEN/Additional Needs by offering continual and appropriate forms of educational provision by the most efficient use of all available resources
- To remove the barriers to learning and participation that hinder or exclude learners with SEN/Additional Needs
- To provide equal opportunities for all learners
- To ensure the curriculum is suitably differentiated to meet the needs of all learners
- To ensure that an inclusive environment is created and fostered where all members of the OAT London AP community respect and care for each other
- To ensure that teachers and support staff in the individual school are aware of the importance of identifying and providing for those learners who are identified as having SEN/Additional Needs
- To ensure that parents/carers are aware of the provision available in the individual school and that they are encouraged to be actively involved in their child's progress
- To attain high levels of satisfaction and participation from learners, parents and carers
- To carefully map provision for all learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- To ensure a high level of staff expertise to meet learner need, through well targeted continuing professional development

- To work in cooperative and productive partnership with external agencies and partners to ensure there is a multi-professional approach to meeting the needs of all learners

**“I can get all the support I need with interventions and not made to feel any different when I am in lessons” – Y10 Latimer Learner.**

#### **4. Responsibility for Special Educational Needs/Additional Needs**

- The Regional/Principal and Head of School have overall responsibility for SEN/Additional Needs provision within TBAP
- The Inclusion Deputy/ SENCO is responsible for SEN/Additional Needs within each individual school
- Teachers and Learning Support Professionals (LSPs) are responsible for SEN/Additional Needs within their Learning and Teaching programmes of work.

#### **5. Leadership and Management of Inclusion at a TBAP AP Academy or Specialist Academy**

The Regional Director/Principal, Heads of School and the OAT Board have responsibility for the ongoing implementation of this SEN/Inclusion Policy. The Head of School is responsible for reporting regularly to the Regional Director/ Principal and the TBAP Trust Board member with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

#### **6. Teachers/Learning Support Professionals of SEN/Inclusion**

**“A lot of innovative, progressive ideas for making sure that the needs of all SEN Learners are being met”- Bridge Academy Teacher.**

All staff in all our schools are teachers of SEN/Inclusion and are aware of their responsibilities towards all learners. They are aware that they are role models and must show a positive and sensitive attitude towards all learners at all times.

**“I think that the Inclusion/SEN Policy 2014 explains our commitment to our learners very well. It is very comprehensive and creates a clear picture of the way the whole of TBAP are pooling strengths and knowledge to improve and strengthen our provision” - Beachcroft Academy and Latimer Academy Teacher.**

#### **7. Heads of School**

The Heads of School are responsible for monitoring and evaluating the progress of all learners and for making strategic decisions which will maximise their opportunity to learn.

The Head of School will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- Analysis of the TBAP learner progress tracking system
- Maintenance and analysis of a whole-school provision map
- Learner progress meetings with individual teachers
- Regular meetings with the Inclusion Deputy
- Discussions with learners and parents/carers

## 8. Inclusion Deputy

In line with the recommendations in the SEN Code of Practice 2014, the Inclusion Deputy in each OAT London Academy will oversee the day-to-day operation of this SEN/Inclusion Policy in the following ways:

- Maintenance and analysis of whole-school provision map
- The effective and efficient deployment of the learning support team
- Chairing the Inclusion Panel
- Delivering inclusion/SEN related CPD
- Identifying on this provision map a staged list of Learners identified as having special educational needs – those in receipt of additional SEN support and those with statements of SEN or Education, Health and Care Plans (EHCPs)
- Advising all teachers on provision for children identified as having SEN
- Overseeing the records on all children identified as having SEN
- Liaising with parents/carers of children identified as having SEN, in conjunction with core teachers
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all Learners with a Statement of SEN/EHCP. Complying with requests from an EHCP Coordinator to participate in a review.
- Contributing to the regular evaluation of the impact and effectiveness of all additional interventions for all learners
- Attending area SEN network meetings and training as appropriate.
- Liaising with the LGB member who has a responsibility for inclusion and keeping them informed of current issues regarding provision for SEN learners.
- Liaising closely with a range of outside agencies

## 9. SEN Support

When a pupil is identified as having SEN we will take action to remove barriers to learning and put effective special educational provision in place. OAT London AP SEN support follows a four-part cycle through which earlier actions are revisited, refined and revised with a growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach and involves: **Assess, Plan, Do, and Review** as highlighted in the Code of Practice (2014).

### Assess

- Clear analysis of learners' needs
- Standardised assessments, teacher assessments, previous progress and attainment
- Development in comparison to their peers and national data
- Views and experiences of parents, the learners' own views and, if relevant, advice from external support services

- TBAP takes seriously any concerns raised by a parent and these will be recorded and compared to our own assessment and information on how the pupil is developing.
- Assessments will be reviewed regularly and TBAP will liaise with outside professionals to help inform the assessments. Where professionals are not already working with school staff the Inclusion Deputy/SENCo will contact them if the parents agree

### **Plan**

- Parents are informed that SEN provision will be made available for their child(ren) at induction depending on individual need
- TBAP staff, parents and professionals (where appropriate) agree the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour which is then reviewed termly
- All staff are made aware of pupils' SEN, the support provided and teaching strategies that are required
- Parents are invited to the 'structured conversation' 3 times a year to keep them informed of provision, set/amend outcomes and review effectiveness

### **Do**

- Class or subject teachers work closely with LSPs, the Inclusion Deputy/SENCo, and specialist staff eg, Speech and Language therapists to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- The Inclusion Deputy/SENCo supports subject teachers in assessment of the learner's strengths and weaknesses and advises on the effective implementation of support

### **Review**

- Support arrangements are reviewed regularly using the school provision map and from analysis of support, interventions and the impact on the learner's progress
- The impact and quality of the support and interventions is evaluated regularly and informs planning for the next steps

## **10. Admission Arrangements**

We follow OAT London AP Induction procedures and are particularly keen to welcome young people identified as having a range of SEN/Additional Needs. OAT London AP has good facilities for learners with physical and sensory needs and individual risk assessments are carried out to enable us to plan for successful integration into the appropriate academy.

All learners are admitted to the appropriate OAT London academy in accordance with the published criteria. For learners at SEN Support or with a Statement of SEN or EHCP, an identified member of the Learning Support team is actively involved in ensuring appropriate resources and transitional arrangements are in place so that learner's difficulties are minimised at the point of entry to the individual school.

These arrangements include making provision for learners with identified SEMH difficulties who are at their most vulnerable during times of change.

## **11. Identification, Assessment and Review Procedures**

During induction, learners complete a range of assessments which may include: Cognitive Ability Tests (CATs), York Assessment of Reading for Comprehension (YARC), Special Needs Assessment Profiles (SNAP) and the Pupil's Attitude to Self and School (PASS) assessment or The Wide Range Achievement Test (WRAT). This information enables us to identify areas of concern from the individual and from the parent/carer. The information gathered will then be used to inform the Individual Education Plan (IEP) and highlight the learners who will be tested for access arrangements.

Other assessments currently in use include; New Group Reading Tests (NGRT), Vernon Graded Spelling Tests, WIAT II UK and DASH.

Identification and assessment are ongoing and all staff contribute to the identification of needs and can express concern or make a referral to Learning Support – this is done through Year Team meetings (the YTL will then discuss concerns raised with the Inclusion Deputy/SENCo), by Subject Leaders/designated staff directly to the Inclusion Deputy/SENCo and through Inclusion Panel meetings. The Inclusion Deputy/SENCo meets regularly with the Year Team Leaders and/or other designated staff to identify and monitor Learners who may need support.

Primary induction includes a Behaviour for Learning assessment alongside baseline PUMA (maths) and PIRA (reading) assessments. These inform planning, intervention and next steps for all learners.

Learning Support Staff are also involved in Academic reviews where further needs may be identified. Once identification, assessment and intervention have taken place Learners and parents/carers are kept regularly informed by a variety of means, e.g. personal contact, reports and Annual Reviews.

Reading tests are carried out at least bi-annually and results analysed to identify individuals or groups of Learners requiring support.

## **12. Individual Education Plans (IEPs)**

- IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for learners in an OAT London Academy or specialist Academy, including those identified as having special educational needs/additional needs. They are seen as a working document which can be constantly refined and amended.
- Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.

- IEPs will be accessible to all those involved in their implementation – learners should have an understanding and ownership of the targets through the guided learning process.
- IEPs will be informed by the wide range of data collected on Induction and might include the input of outside agencies.
- IEPs will be monitored and evaluated regularly and reviewed thrice yearly.
- IEPs will have a maximum of four short/medium term SMART targets set for or by the learner, with discussion with parents/carers.

The learners with gaps between chronological age and reading age, ie 2 years or more below chronological age are supported with their Literacy requirements via the Literacy Intervention Scheme delivered 1:1 or in small groups by designated staff. The relevant Wave Leader is responsible for managing the literacy interventions with support from the Subject Leader for English and a relevant member of SLT.

Further diagnostic assessment is carried out where necessary and outside agencies may contribute to these assessments e.g. Literacy team/Educational Psychologist and Speech and Language Therapists.

The SEN/Additional Needs record of need is regularly reviewed and updated by the Inclusion Deputy/SENCo

Annual Reviews for learners with a Statement of SEN/EHCP are carried out yearly and within the given timescale. All teachers contribute to the Annual Review process.

### **13. Inclusion and Provision for Young Learners Identified as having Special Educational Needs/Additional Needs**

Learners across OAT London AP have access to a range of services/interventions however; this may vary from school to school.

- In-class support – LSPs
- Small group/ individual withdrawal to address literacy and numeracy needs or specific learning difficulties
- Small teaching groups – usually no more than 6 learners
- Joint planning opportunities between faculties and Learning Support
- Differentiation
- Therapeutic Services including Occupational Therapy and Speech and Language Therapy, school nurse
- Access to outside agencies e.g. Localities Team, Educational Psychology Service, Children’s Services, Children and Adolescent Mental Health Service (CAMHS), Youth Offending Service (YOS)
- Curriculum support option – KS3 Opening Minds, and a wide offer at KS4
- Group work for behaviour – self-esteem/anger management etc.

Young learners identified as having SEN/Additional Needs engage in all aspects of school life e.g. enrichment activities, school journeys, Residential and sporting activities.

*“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” SEN Code of Practice 2014 (p68)*

## 14. Interventions

OAT London academies use a range of interventions under the headings Wave 1, Wave 2 and Wave 3 and will vary from site to site depending on the needs of the learners.

- All learners will have access to differentiated quality first teaching
- Some learners will have access to Wave 1, Wave 2 or Wave 3 interventions. These will be learners who are underachieving, have specific provision written into their Statement or EHCP and/or have been identified by their TBAP Academy as needing to make accelerated progress
- All learners will be included on a detailed provision map which outlines and monitors all additional internal and external interventions across the school. The provision map enables the school to:
  - Plan strategically to meet learners' identified needs and track their provision.
  - Audit how well provision matches need
  - Recognise gaps in provision
  - Highlight repetitive or ineffective use of resources
  - Cost provision effectively
  - Demonstrate to all staff how support is deployed
  - Inform parents/carers, TBAP Trust Board, external agencies and Ofsted about resource deployment
  - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

Children's needs should be identified and met as early as possible through:

- The analysis of data including baseline data on admission: CAT scores; SNAP A & B data; PASS data; reading ages; attendance data; other whole-school learner progress data (from home school)
- Classroom-based assessment and monitoring arrangements. (Assess, plan, do, review)
- Behaviour for learning assessments
- Following up parental concerns
- Tracking individual learner progress over time,
- Information from home schools and external agencies
- The provision map

Interventions at TBAP Academies include the following: (but may vary from school to school to meet the local need)

- Literacy and numeracy support-1:1 in and out of class/small groups
- Speech and Language Therapy
- Occupational Therapy

- Guided Reading
- Academic mentoring
- Therapeutic input
- 1:1 mentoring
- Anger management
- Circle time

## **15. Statement of Special Educational Needs or Education Health and Care Plan**

Where a learner has been identified as having a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with Health and Social Care in order to consider the need for an EHCP.

- Pupils with an Education, Health and Care Plan will have an Annual Review of their plan
- Each OAT London Academy will comply with all local arrangements and procedures when applying for; high needs block funding and/or an Education, Health and Care Plan. This will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using the school's delegated budget at an earlier stage
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process

## **16. Other Inclusion Groups**

### **English as an Additional Language (EAL)**

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

A learner who has EAL is a learner whose first language is not English, and who uses that language on a regular basis inside or outside of school.

We recognise, welcome and celebrate linguistic and cultural diversity and have high expectations of all learners regardless of ethnic, cultural or linguistic heritage. We include all learners and parents/carers in our Academies by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents/carers. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

**“I come to school without worrying. I don’t have to keep watching my back. Here I feel secure”- MIC Learner.**

## **Provision**

Learners with EAL will have full access to our provision, regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English; this will be provided through Wave 1, 2 or 3 teaching.

The following provision can be expected:

- Initial assessment of EAL to record stage of language acquisition where it is below English NC Level 2 or using home school records
- A further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the learner’s first language eg ‘Race into Literacy!’ for learners who are Level 2 or below
- Work in classes will be differentiated for learners to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the learner to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for learners may be given through: first language resources & translation facilities; teaching support on a small group basis, pre-teaching of key concepts and vocabulary, using LILLAC approach which is embedded into the curriculum
- Where necessary, catch-up work will be provided for learners arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where learners are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level
- Progress of EAL learners will be monitored against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the core teacher and the Inclusion Deputy/SENCo Provision will be recorded and monitored for effectiveness using the TBAP provision map, in line with standard practice for all learners in the school

## **17. Parental support**

We recognise that some parents who are learning English may find it difficult to communicate with their child’s academy regarding any concerns they may have on their child’s progress. We endeavour to fully include EAL parents in the life of the OAT London Academy by, wherever possible, providing interpreting facilities at review meetings and parent/carer meetings by providing key school information in translated format.

## 18. Inclusion of Learners who are Looked After in Local Authority Care

**“..... has provided a lot more than mainstream. The teachers are amazing, they teach us to have fun while learning”- MIC Learner.**

TBAP Academies recognise that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social, mental and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report: 2003) why children who are looked after in local authority care often fail to make expected progress at school:
  - Placement instability
  - Unsatisfactory educational experiences of many carers
  - Too much time out of school
  - Insufficient help if they fall behind
  - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all OAT London Academies to have a designated member of staff for Children Looked After. This is the Student Services' Manager (SSM). The responsibilities of the SSM include:
  - Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in a TBAP Academy
  - Ensuring that children who are 'looked after' have access to the appropriate network of support
  - Checking with the designated member of staff from the learner's home that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
  - Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
  - Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
  - Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with the designated member of staff, social workers and, where necessary, the carers and a member of the Virtual School team
  - Celebrating the child's successes and acknowledging the progress they are making

Our Academies will work closely with the Virtual School (VS) for Children which promotes the educational needs of Children Looked After and monitors admissions, PEP completion, attendance & exclusions.

**“The teachers give me clear advice and set me high expectations”- Courtyard Academy Learner.**

## **19. Inclusion of Learners who are Able, Gifted and/or Talented**

The term ‘Able and Gifted’ refers to learners who have a broad range of achievement at a very high level. Learners who are able and gifted have very well-developed learning skills across the curriculum. The term ‘talented’ refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning. ‘Able and gifted’ tend to pertain to academic subjects only and ‘talented’ to non-academic subjects.

- Physical talents sports, games, skilled, dexterity
- Visual/performing abilities music, dance, movement, drama
- Mechanical ingenuity construction, object assembly (and disassembly), systematic, working solutions
- Outstanding leadership organiser, outstanding team leader, sound judgements
- Social awareness sensitivity, empathy
- Creativity artistic, musical, linguistic

We respect the right of all children admitted to any of our academies, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aim of OAT London Academies is to make specific reference to learning and teaching that takes into account the needs of all learners. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our Able and Gifted and/or Talented learners.

**“You are helping us to achieve what we couldn’t do at mainstream, helping me in Maths because I’m more focused on work and achieving my behaviour for learning....the teachers push me further to achieve a level 6 in all subjects” - Courtyard Academy Learner**

## **20. Special Arrangements for Examinations**

Learners requiring special arrangements for public examinations are assessed in-school by a qualified assessor (e.g. Inclusion Deputy/SENCo, Head of School, Induction Mentor and/or TBAP SEN LSP) and special consideration is applied for to the appropriate examination

board. Learners who have permission for special arrangements sit their exams and we provide support such as a reader, amanuensis, use of a lap top and/or extra time.

## **21. Reporting on Special Educational Needs**

- The Inclusion Deputy/SENCo will report on a half-termly basis to SLT within each individual school
- The Regional Director/ Principal reports to the CEO on learners with EHCPs.
- The Inclusion Deputy/SENCo will complete an annual SEF, providing evidence to support the outcomes
- The Director of Learning (DOL) will undertake a value-added analysis following public exams
- The Student Services' Manager will analyse termly attendance, behaviour and exclusion rates
- The SLT teams will analyse progress data, Wave Leader analysis and termly feedback from learners and their parents/carers

**“Education here is good, giving us the opportunity to get an education” - Latimer Academy Learner.**

## **22. Parents/Carers' Involvement**

*'Parents hold key information and have a critical role to play in their children's education'* – **Code of Practice (2002)**

The views of parents/carers are taken into consideration at all times and every effort is made to ensure that support is planned in consultation and agreement with them.

Annual Review outcomes and IEP targets are written in agreement with the learner and they are involved in their ongoing review with their parent/carer. We value the contribution that parents/carers make and believe that the most effective way of working with a learner identified as having SEN/Additional Needs is where the parents/carers and school work in partnership.

Parents/carers have a vital role to play and it is therefore important to ensure information is accessible, that they feel welcomed into the school and that their views and contributions are sought and encouraged.

Parents/carers are kept informed about their child through contact via phone calls, letters home regarding progress, provision and IEPs. They are encouraged to keep in contact with the individual school via email, telephone calls and/or meetings, including meetings held in the child's home where this is deemed appropriate.

Parents/carers are invited to academic reviews and Annual Reviews of statements/EHCPs and are encouraged to make a full contribution.

### 23. Involvement of Learners

**“People aren’t made to look/feel stupid if they ask for support”- Bridge Academy Learner.**

All learners have the right to be involved in making decisions and exercising choice. In most lessons, all learners are involved in monitoring and reviewing their progress. We fully involve all learners by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum **so that they know what their targets are and why they have them**
- Self-review their progress and set new targets through the guided learning process
- Monitor their success at achieving the targets on their IEP

**“Inclusion is caring for us”- Beachcroft Academy Learner**

### 24. Continuing Professional Development

OAT London AP has a strong commitment to CPD for all its staff including Learning support staff. Priorities for CPD are identified as part of the Performance Management review.

The Inclusion Deputy/SENCo must approve all SEN/Additional Needs training in the first instance before being discussed with their line manager and then the Director of Learning who has responsibility for staff development. It should relate to training needs identified during the performance management interviews and be directly linked to the School Development Plan priorities.

Some examples of SEN CPD undertaken by Learning Support Staff:

- Specific Learning Difficulties (SpLD) Training
- First aid
- HLTA training
- Behaviour and classroom management
- Lesson Planning
- EP training about standardising lesson observations

The Inclusion Deputy/SENCo will also provide SEN CPD for all staff and includes:

- Effective use of the LSA in the classroom
- Solution-focus approach to individual learners
- Recognising mental health issues in learners
- Specific Learning Difficulties (SpLD) training

- Behaviour and classroom management
- Cognitive Behaviour Therapy (CBT)
- Strategies for children with trauma

## **25. External Support Services**

Regular contact is made with external agencies and their involvement is valued. These include:

- Educational Psychology Service
- Children and Families Service
- School nurse
- Child and Adolescent Mental Health Service
- Literacy team
- Careers service
- Youth Offending Service
- Localities Team

OAT London Academies value the support and guidance from the many external agencies named above. They contribute to the life of our schools in a variety of ways, all in negotiation with the individual school. Learners are worked with individually, in small groups or as part of a class. Staff members are also supported through consultation, guidance and CPD. All activities are carefully monitored and evaluated.

## **26. Careers and Post-16**

All Learners have access to Careers Guidance and Post-16 Guidance. The Inclusion Deputy/SENCo and the Careers Advisor meet to discuss whether Statements/EHCPs of learners should be continued post-16. The Careers Advisor then proceeds to work closely with learners in order to identify appropriate Further Education courses, training or employment for them. Various support mechanisms are put in place:

- Writing of Section 139/EHP equivalent
- Literacy and numeracy courses during the summer
- Regular contact with Further Education colleges
- Visits to colleges to see learners
- Entry to employment courses
- Work based learning and apprenticeships

Our academies also works closely with local authority SEND Departments on key-stage 4 transfers and attends the Post-16 Panel to discuss suitable options with the SEND team and Post-16 providers.

## **27. Reintegration**

Most learners in OAT London Academies will have the opportunity to be reintegrated into a mainstream school as soon as their data supports such a move. Learning Guides will work closely with learners to ensure that they know exactly what they have to do in terms of their attendance, behaviour and achievements in order to make the move to a new school. Inclusion Deputy/SENCo will then work with our partner schools and parents to complete the process, whether on single or dual registration.

### **Inclusive Practice that learners state they would like to see more of in school:**

- **Assigned learning support professionals**
- **More subjects**
- **More learning time to make 'extreme progress'**
- **More 'fun' rewards.**
- **More support in some lessons**
- **More activities or trips out of school**
- **'Give us a say in what happens or help us to have a say in school'**
- **'Try harder to integrate us back into mainstream'**
- **'The centre should have its own WIFI. We keep losing connection and it happens when we need it most'**
- **'I would like a PS3 or something in the lunch room for activities'**

## **28. Complaints**

If there are any complaints relating to the provision for children identified as having SEN or Additional Needs, these will be dealt with in the first instance by the Learning Guide and Inclusion Deputy/SENCo then, if unresolved, by the Head of School. The LGB member with safeguarding/SEND responsibility and the Regional Director may be involved if necessary.

This policy was agreed June 2020 and will be reviewed annually by the TBAP Trust Board  
Date of next review: March 2021

## **Appendix 1**

### **List of SEN categories**

- **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, Mental and Emotional Health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.
- **Sensory and/or Physical**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.