Whole academy approach

High, quality first teaching and additional interventions are defined through our annual dialogue across the academy contributing to our provision management approach. These documents help us to regularly review and record what we offer every student in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our students.

Underpinning our provision in the academy is the graduated approach cycle of:

Assess  Plan

Review  Do

All teachers are responsible for every student in their care, including those with special educational needs.

Assess: Subject formal assessments (class teacher), end of topic tests (class teacher), individual reading tests (SENTA), class spelling tests (SENTA), Arrow intervention assessments (SENTA), Accelerated reader reading assessments (Librarian), dyslexia tests (SENCO), ADHD checklists (SENCO), ASD checklists (SENCO), Conner’s Questionnaires, Emotional Literacy assessments (SENTA), Boxall profiles (SENTA).

Plan: After assessment results are received, should they be below expected levels or show a lack of progress, plans will be made with the pupil, parents and staff to support the pupil’s area of need. There are a range of interventions offered within the academy relating to Literacy, Numeracy, and Emotional and social Support.

Do: A learning plan may be drawn up with the pupil, parent and member of staff responsible for monitoring progress. The pupil will be invited to the intervention programme to be attended, as appropriate.

Review: Staff responsible will monitor progress as the intervention requires, formal assessments and end of topic tests will be monitored half termly. Parents will be notified on a regular basis to share progress. If progress is not displayed further intervention may be required by outside agencies and parents will be fully informed and consent given.

Having consulted with staff, students and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

The academy’s SEN policy can be found on the academy’s website.
Approach to teaching and learning

Our approach to teaching students with special educational needs is fully inclusive. All teachers are teachers of SEND, who are entitled to a high quality education within a broad and balanced curriculum, where ever possible.

Adaptations are made to the curriculum and the learning environment of students with special educational needs by planning for smaller classes and deploying teaching assistant support where required.

Additional support for learning is available to students with special educational needs. This includes a two tiered literacy response: Literacy Hour programme and Accelerated Reader. In addition the SEND Department offer: specialist dyslexia support, numeracy hour, social communication group, nurture group, positive support programme, handwriting programme, spelling programme, one to one reading scheme and the Hub for pupils with social and emotional difficulties.

Arrangements for providing equipment and facilities for students with special educational needs are handled in accordance with Derbyshire LEA and NHS Trust. We work closely with the physically impaired, visually impaired and hearing impaired services. We also work closely with medical professionals in order to meet the individual needs of pupils with SEND.

SEN needs

Student’s SEN are generally thought of in the following four broad areas of need and support:

Communication and interaction
Nurture Group, social communication group.

Cognition and learning
Two tiered literacy programme, Literacy Hour, Numeracy Hour, Dyslexia programme, specialist Down’s syndrome programme.

Social, emotional and mental health
Positive Support Programme, Nurture Group, the Hub, behavior groups, self-esteem groups.

Sensory and/or physical needs
Social communication group, physiotherapy, hearing impairment, visual impairment.

As of 5th September 2016 we have 21 students with statements or EHC Plans, and 102 students receiving SEN support.

We have internal processes for monitoring quality of provision and assessment of need as well as students progress towards outcomes. These include: learning plans, behavior plans, education health care plans. Reading and spelling assessments, dyslexia screening and full assessment. End of term formal assessments. Lesson observations and learning walks conducted by the SENCO.
Consulting with staff, students and their parents

Involving staff, students and their parents in the dialogue is central to our approach and we do this through:

<table>
<thead>
<tr>
<th>Action / Event</th>
<th>Who’s involved</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Review of Education</td>
<td>SENCO, professional agencies involved with the pupil and family, pupil, parents/carers/teachers, teaching assistants, pastoral staff.</td>
<td>Yearly, however an interim annual review can be called any time throughout the school year.</td>
</tr>
<tr>
<td>Health Care Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Plan</td>
<td>Staff responsible, pupil, parent.</td>
<td>Half termly.</td>
</tr>
<tr>
<td>Behaviour Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading and Spelling</td>
<td>HLTA responsible for Literacy</td>
<td>Termly.</td>
</tr>
<tr>
<td>Accelerated Reader</td>
<td>Librarian</td>
<td>At the beginning and termly.</td>
</tr>
<tr>
<td>Formal Assessments</td>
<td>Teacher, academy displays on Go4Schools for parents to see.</td>
<td>Termly.</td>
</tr>
</tbody>
</table>

Staff development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our academy:

<table>
<thead>
<tr>
<th>Initials of person</th>
<th>Area of expertise</th>
<th>Level (as per p58 of SEN Code of Practice 2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TQ</td>
<td>SEND</td>
<td>Teacher</td>
</tr>
<tr>
<td>JW, LC, ES</td>
<td>Child Protection</td>
<td>Teacher, Pastoral staff (trained)</td>
</tr>
<tr>
<td>ES</td>
<td>Counselling</td>
<td>Counsellor</td>
</tr>
</tbody>
</table>

This year, we have put in additional training into differentiation, readability, dyslexia and deployment of TA’s.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure students achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

The SENCO deploys teaching assistants to support students with statements/Education, health and care plans and students diagnosed with learning difficulties. The SENCO deploys Higher Level Teaching Assistants to lead interventions within the academy. A Higher Level Teaching Assistant supervises the Hub during lessons, breakfast, break, lunch and after school homework club.
A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our academy approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account. We believe this has benefited our students and their families in the following ways:

- Derbyshire NHS Trust including: Paediatrician, Occupational therapist, physiotherapist, Hearing teacher, ADHD nurse specialist.
- Derbyshire Support Service including: visual impairment, physical impairment and behavior support for those with Education, Health and Care Plans.
- CAMHS
- Social Care
- Educational Psychologist
- Out of School Tuition

Admissions arrangements

Admission arrangements for students with SEN or disabilities include:

- Completion of Pivot form to identify possible difficulties in whole year 6 cohort.
- Completion of Boxall Profiles for specific pupils with mental, social and emotional difficulties
- Primary school liaison between SENCo and feeder school SENCo or Headteacher.
- SEND induction day prior to mainstream induction day.
- Whole school induction day for intake students in the summer term.
- Screening of all year 7 students by standardised testing.
- Individual testing to ascertain more detailed information in order to supply support.

Academy partnerships and transitions

Our academic assessment for students with special educational needs is moderated through our cluster of academies / schools and neighbouring partners.

This year, we worked with our feeder partners to welcome 22 students with special educational needs or disabilities, 4 of whom have statements/ Education, health and Care plans.

We supported all SEN students transition to the next phase in education or employment.

Our approach involved:

- Work Experience
- Attendance to University
- University interview practice
- Support with the application process
- Completing references.

We closely monitor our student’s destination data and have 100% destination data for students leaving in 2016.
Student inclusion

Steps taken to prevent students with SEN from being treated less favourably than other students is a fully inclusive curriculum and ethos of education for all.

Students with special educational needs are enabled to engage in activities available with students who do not have special educational needs. This is done by deploying teaching assistants where necessary, having differentiated tasks available and never discouraging a student with SEN who is enthusiastic about the subject or activity being offered. Our disability and equality policy can be found on the website.

Access facilities

Access facilities for students with SEN include: laptops, ramps, lifts, coloured overlays and coloured books. There are more personalized facilities for individual students which change year on year depending on need.

The academy’s accessibility plan is on the academy website.

Complaints

Our complaints procedure is available on our website http://www.oiea.co.uk/wp-content/uploads/2013/07/Complaints-Policy-Feb-2016.pdf

This year we have 0 number of complaints that were dealt with regards to SEN issues.

Further development

Our strategic plans for developing and enhancing SEN provision in our academy has included a specialist hub to give intensive support for students who find difficulty engaging in the school community. We have also planned visits to other OAT Academies who have outstanding provision in order to improve our current facilities/processes/support.

Further information

For further information contact Ms. T Quinney, SENCO.