

# Special Education Needs Strategy and Support



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## Introduction

### Our Mission for SEND

We believe that every child should have access to a rich and relevant curriculum that will ensure that they can achieve the best possible life chances and experiences. The Special Educational Needs and Disability (SEND) code of practice has transformed the way educational providers manage provision for their students.

This vision is based on:

- High expectations and aspirations for what every student can achieve
- A 'family-centred' approach to planning for success
- Early identification of need
- High-quality teaching and wave one interventions that support the child in their learning environment
- Excellent outcomes for every SEND student

Our experienced SEND team provide specialist help for students with additional needs including specific learning difficulties and social, emotional and mental health barriers. When a student is identified as needing extra help we involve parents and carers, and regularly review our support plans and one-page profiles. The faculty has strong links with external agencies who offer specialist support and advice.

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## SEND Offer

### Wave 1: Quality First Teaching (Universal)

*For the majority of students, issues in the classroom can be addressed through quality first teaching and subject specific interventions.*

Suggested interventions for teaching staff to try before referring to Head of Year (All logged with time frames):

- Quality First Teaching
- Targeted questions
- Key word lists
- Whole class pre-teach
- An altered, targeted seating plan
- Contact parents to discuss concerns
- Additional support within faculty interventions
- Scaffolded support
- Support for the teacher from HOD in scaffolding support
- Seek observation from expert: HOD, mentor or SLT
- Provide visual instructions
- Provide peer support
- Ensure instructions are 'top loaded'
- Remove unnecessary clutter from the classroom
- Focus on praise: 'Spot them being good'
- Adhere to school behaviour policy: Persistent, Insistent, Consistent
- Focus on strengths
- Encourage 'Now, next' use to structure thought and any changes you anticipate
- Check for understanding frequently
- Subject/Faculty Report
- Teacher meeting with students/parents

## Wave 2: Whole School Additional Support (Targeted)

*For some students, a more targeted whole school approach needs to be considered in order to sustain academic progress.*

Suggested interventions for Heads of Year to try before referring:

- Round Robin
- Know your students: CPOMS and Sims review.
- Restorative meeting
- Meeting with parents to be honest about concerns and look for assessment externally (For example, GP)
- Review timetable/classes
- Contact all faculties and see where there is good practice. Complete round robin, and observation. Share this and allow time to embed
- Follow school procedures around acceptable behaviour. Persistent, Insistent, Consistent.
- Contact WOW team
- Refer for Boxall and SDQ assessment, feedback results to teachers and allow to embed
- Refer to literacy lead for reading interventions
- Refer to numeracy lead for numeracy interventions
- Collate all prior information from CPOMS and provision map to see if there is a link to home life
- Refer to Early help if needed
- Refer to MASH if needed
- Report

## Wave 3: SEND specific Support (Specialist)



*For a small number of students, specific and specialist interventions may need to take place. These will be monitored through our SEND team, Inclusion Team or Aspire Team.*

Suggestions are below but this is not exhaustive:

- Team around the Child meeting
- 1:1 interventions where small group have not been successful
- IEP shared with staff
- Assessment for screening
- Support from other specialists within the trust
- Teaching assistant support
- Specialist support from outside agencies
- ASPIRE referral
- Reasonable adjustments made and communicated

# SEND Quality of Education

We root our SEND strategy in research and evidence-based practice. We utilize the Education Endowment Foundation research.

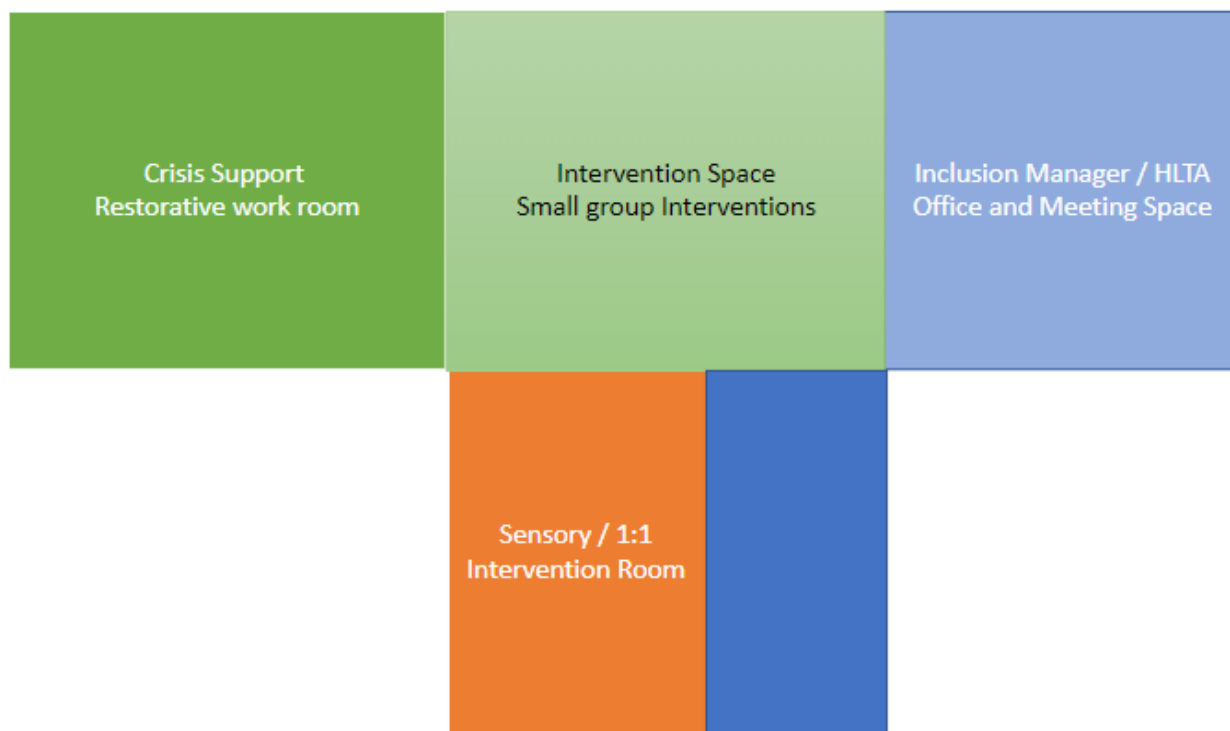
<p><b>1</b></p> <p><b>Create a positive and supportive environment for all pupils, without exception</b></p>  <ul style="list-style-type: none"> <li>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:           <ul style="list-style-type: none"> <li>promote positive relationships, active engagement, and wellbeing for all pupils;</li> <li>ensure all pupils can access the best possible teaching; and</li> <li>adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.</li> </ul> </li> </ul>	<p><b>2</b></p> <p><b>Build an ongoing, holistic understanding of your pupils and their needs</b></p>  <ul style="list-style-type: none"> <li>Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</li> <li>Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.</li> <li>Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.</li> </ul>	<p><b>3</b></p> <p><b>Ensure all pupils have access to high quality teaching</b></p>  <ul style="list-style-type: none"> <li>To a great extent, good teaching for pupils with SEND is good teaching for all.</li> <li>Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.</li> <li>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.           <ul style="list-style-type: none"> <li>flexible grouping;</li> <li>cognitive and metacognitive strategies;</li> <li>explicit instruction;</li> <li>using technology to support pupils with SEND; and</li> <li>scaffolding.</li> </ul> </li> </ul>	<p><b>4</b></p> <p><b>Complement high quality teaching with carefully selected small-group and one-to-one interventions</b></p>  <ul style="list-style-type: none"> <li>Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.</li> <li>High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</li> <li>The intensity of intervention (from universal to targeted to specialist) should increase with need.</li> <li>Interventions should be carefully targeted through identification and assessment of need.</li> <li>Interventions should be applied using the principles of effective implementation described in the EEF's guidance report <a href="#">Putting Evidence to Work: A School's Guide to Implementation</a>.</li> </ul>	<p><b>5</b></p> <p><b>Work effectively with teaching assistants</b></p>  <ul style="list-style-type: none"> <li>Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.</li> <li>TAs should supplement, not replace, teaching from the classroom teacher.</li> <li>The EEF's guidance report <a href="#">Making Best Use of Teaching Assistants</a> provides detailed recommendations.</li> </ul>
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# SEND Team Responsibilities

Stacey McDermott - SENCo	Emma Brooks – Inclusion Manager
<ul style="list-style-type: none"> <li>SEND outcomes for 2023</li> <li>Statutory Responsibilities including QA of paperwork</li> <li>All appeals and parental requests</li> <li>Quality assurance of lessons through learning walks</li> <li>Whole School CPD</li> <li>Consultations</li> <li>Lead on DIP</li> <li>Risk Register for SEND</li> <li>Annual review lead</li> <li>Oversee SEND Champions</li> <li>Quality Assure year 9 Options</li> <li>Coordinate Exam Access Arrangements with Exams Officer</li> <li>SEND Attendance Lead</li> <li>SEND assurance: Nutshell, Trust assurance</li> <li>Quality Lead for provisions</li> </ul>	<ul style="list-style-type: none"> <li>Deputise</li> <li>Child Looked After</li> <li>Statutory Paperwork including SEND register and EHCP consultations</li> <li>Quality assurance of interventions through learning walks</li> <li>External agencies link</li> <li>SEND Attendance</li> <li>New application paperwork</li> <li>SLC referrals</li> <li>Quality Assure parental liaison</li> <li>Passport QA</li> <li>Access Arrangement Co-ordination</li> <li>TA CPD</li> </ul>
<b>Line Manages</b>	
<ul style="list-style-type: none"> <li>Inclusion Manager</li> <li>Shah Hoque</li> </ul>	<ul style="list-style-type: none"> <li>Lisa Gadd</li> <li>Amanda Platt</li> <li>Holly Aykroyd</li> <li>Jill Taylor</li> </ul>

Shah Hoque (HLTA)	Amanda Platt	Lisa Gadd
<ul style="list-style-type: none"> <li>Parent Liaison               <ul style="list-style-type: none"> <li>Newsletter</li> <li>Community Hub</li> <li>Parent Support Packs</li> </ul> </li> <li>Testing: WRAT, SDQ, Reading, Annual Review Support</li> <li>Access Arrangement Testing</li> <li>CAMHS referrals</li> <li>Extra-Curricular SEND Lead</li> <li>SEND Notice board</li> <li>New Admissions testing</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour and SEMH link</li> <li>Managing On call – including follow up with CPOMS and SIMs Log in.</li> <li>Managing de-escalation and crisis</li> <li>Crisis management plans</li> <li>Pastoral Liaison</li> <li>Quality assures on call: Hannah Marsden</li> </ul>	<ul style="list-style-type: none"> <li>EAL Coordinator</li> <li>Boxall Nurture Group Co Ordinator</li> <li>Reading Interventions link</li> <li>Tracking on EduKey</li> <li>Reviews of interventions</li> </ul>
<b>Line Manages:</b>		
<ul style="list-style-type: none"> <li>Connor Jackson</li> <li>Taslima Begum</li> <li>Lucy Hazeldean</li> <li>Ria Percy</li> <li>Nabeela Rahmen</li> </ul>		
<p><b>SEND Admin:</b> SEND Calendar. Annual review paperwork. CPOMS checks. Round Robins. Passes. Data updates. Meeting minutes. Purchase orders. External agency coordination.</p>		

## Our Bridge



The Bridge is a safe and supportive learning environment that is used to target specific need through use of structured interventions and reflective, targeted support. This can also include crisis management in order to support students to be reflective and resilient. The bridge contains the resources and technology needed to support learning effectively and ensure reasonable adjustments are made efficiently.

All students accessing Bridge support will do so in order to raise outcomes, deliver on knowledge expectations and ensure a positive relationship with learning and academic curiosity.

### ***Bridge Expectations***

- All students in the bridge must follow academy policy at all times.
- All students in the bridge must be respectful and sensitive to the needs of others.
- All staff must ensure students are registered if in the bridge during lesson time.
- All access to the bridge must be logged to ensure provision is carefully monitored and evaluated.
- All staff must follow the school behavior policy in the bridge.
- Equipment in the bridge must be audited for safety and to ensure it is resourced adequately.



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# Communication with Parents

At Royton and Crompton E-Act Academy, families and community are at the heart of what we do. We believe wholeheartedly in working with parents and carers to create opportunities for ALL children to succeed, and to remove any barriers to learning.

If a child is on the SEND register, they will have a designated keyworker. This is a member of staff in the academy who has a good relationship with the child and acts as the first point of contact for the family in order to streamline messages and reduce issues in communication.

## Keyworker Expectations

- Keep regular contact with parents and carers for confidence assurance
- Monitor behaviour logs for areas of concern and changes in behaviour
- Ensure parents know where to go for support and information
- Be an advocate for the wants and needs of the child

We also feel that the community we serve deserves to be heard, and that childhood success is vital to the success of the community. We aim to develop this relationship through SEND drop in sessions where we celebrate our success, are open to ideas and suggestions, and we are able to signpost support for families. These sessions take place half termly in our onsite community hub.

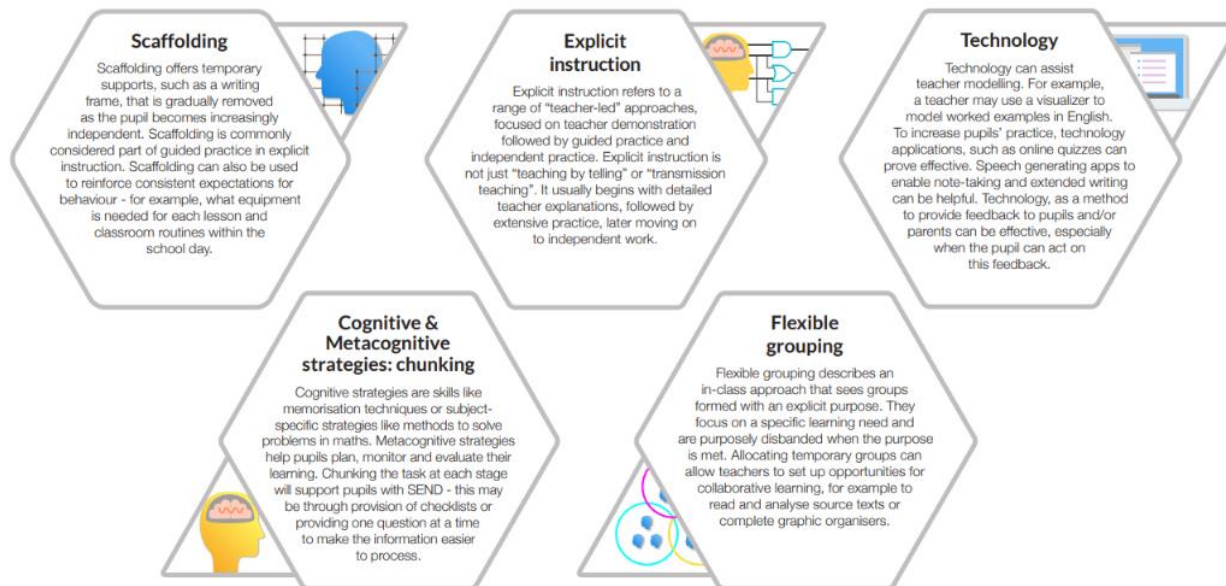
## Working Together

We are invested in building our community and working with families to ensure that Oldham students are given the best opportunities. We will do this by investing in communication and collaboration.

- Coffee mornings
- Parental voice surveys
- Community Hub Sessions
- SEND newsletters
- Enhanced transition
- SEND team available at options and open evenings
- Career support and guidance

# Teaching and Learning for SEND

Quality First Teaching is at the heart of our focused support for SEND students. The evidence reviews for the EEF guidance report (2022) found strong evidence that improving high quality teaching for all pupils will improve outcomes for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils, including those with SEND.



# Graduated Approach: Assess, Plan, Do, Review

This is a four-part cycle through which earlier decisions and actions are revisited, refined and revised with growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes (SEND Code of Practice 2015).

We demonstrate, through evidence, the application of the Assess, Plan, Do, Review (APDR) cycle over time by ensuring:

- Earlier decisions and actions are revisited and reviewed
- New approaches and plans are put into place
- External help and advice is accessed where necessary

The APDR cycle helps to:

- Monitor and track in more detail the progress of the child/young person
- Give a growing understanding of needs
- Identify barriers to learning and adjust the curriculum and provision accordingly
- Gather information in a cyclical approach to assess need, plan and provide support and review and evaluate that support so it can be adjusted accordingly
- Ensure new approaches and plans are put into place with external help and advice where necessary
- Secure good progress and outcomes.



## Assessment and Early Identification

Accurate and specific assessment is vital to developing a full understanding of our students and their needs. In addition to our whole school assessment procedures, we use several evidence-based assessments in order to form a full and accurate picture of need, and in turn, allocate the most effective intervention and / or support.

Communication and Interaction		Cognition and Learning	
<ul style="list-style-type: none"> <li>• Referral to EP</li> <li>• NGRT</li> <li>• CATS</li> <li>• SALT</li> <li>• Lexia</li> <li>• WRAT</li> </ul>	Behaviour data Observational data	<ul style="list-style-type: none"> <li>• CATS</li> <li>• NGRT</li> <li>• NGST</li> <li>• Dyslexia Screening</li> <li>• Dyspraxia Screening</li> <li>• Exam access testing</li> <li>• ALB</li> <li>• WRAT</li> </ul>	Academic data Reading age Behaviour data Observational data Attendance
Social, Emotional and Mental Health		Sensory and Physical needs	
<ul style="list-style-type: none"> <li>• Boxall</li> <li>• SDQ</li> <li>• EP referral</li> <li>• Observations</li> <li>• GP support</li> <li>• Medical Evidence</li> <li>• School Nurse Team</li> </ul>	Behaviour data Observational data Attendance	<ul style="list-style-type: none"> <li>• Boxall</li> <li>• Referral to EP</li> <li>• Referral to OH</li> <li>• GP support</li> <li>• Medical Evidence</li> <li>• School Nurse Team</li> </ul>	Attendance Behaviour data Observational data

Please note that the school are unable to undertake any medical assessment or to diagnose any condition or need. We are only able to gather evidence to support identification. If you feel that your child would benefit from a diagnosis of need, then please contact your local GP.

## **EHCP Assessment Process**

### **Phase one: EHCNA Assessment Application**

The request can be made by the parents, the school, a paediatrician or a social worker. A written request must be sent to the Local Authority to initiate this process. The Local Authority then has 6 weeks from the date of the request to decide on whether to assess the child or not. Ideally, the LA will agree to make an assessment so that we can move on to the next step. If the decision is made not to assess, parents have the right to appeal.

In order to apply for an assessment, a school must provide evidence of assess, plan, do, review. This is a specific process that requires detail on how a child has been able to access learning in line with peers of the same chronological age.

### **Phase two: LA decides to assess**

After an assessment, the Local Authority must decide whether to issue the EHCP or not. There are two options at this point:

1. The LA agrees to issue the EHCP and they then have up to 12 weeks from the date of the EHC assessment agreement to issue the Draft EHCP and a further 2 weeks to issue the final plan making 20 weeks in total.
2. The LA refuses to issue the EHCP they must inform you of this decision within 10 weeks of the date of the EHC assessment decision was made.

In the case of option 2, when the LA refuse to issue an EHCP we can appeal to SENDIST, this appeal is as a **Refusal to Issue an EHCP Appeal**. This appeal will be a physical hearing where your attendance is required.

### **Why are some EHC needs assessments rejected?**

The local authority may decide not to give additional support to young students for various reasons, of which the most common are:

- A lack of diagnosis on the special educational needs of the individual
- Not enough evidence of need that impacts learning
- No report from an educational psychologist, or further external agency
- The child is not deemed to be far enough behind their fellow students

### **Phase three: The Education, Health & Care Plan**

Parents will receive a draft EHCP, they have 15 days to comment on and request revisions. The Draft EHCP will not name the school. The accompanying letter will normally identify the school the LA is suggesting they will name. Once any potential changes are made or comments are resolved, the EHCP is finalised.

For parental support in Oldham, please contact: [POINT \(point-send.co.uk\)](http://point-send.co.uk)

## Exam Access Arrangements

Exam Access Arrangements (EAAs) are the reasonable adjustments that can be made for any student who may need them.

Exam arrangements can only be granted if they are a candidate's 'normal way of working' and the candidate has a history of need. Any arrangements made must reflect the support that the candidate has had in the past few years, alongside their assessment test results.

This list is not exhaustive, but these are some of the most common arrangements:

- **Extra time:** The most frequent EAA is extra time which is usually around 25 per cent. More time can be allocated to candidates with more severe difficulties and disability on an individual case by case basis.
- **A reader:** Readers can be used for candidates who have visual impairments or a disability that affects their ability to read accurately themselves. In an exam that assesses reading ability a human reader is not allowed. In some cases, a computer reader will be allowed.
- **A scribe:** Scribes can be allocated to candidates who have a disability or injury that affects their ability to write legibly.
- **Modified papers:** These are papers which must be ordered well in advance of the exam in different sizes, fonts, colours, braille, or modified language.
- **Assistive technology:** If the candidate uses assistive technology as their normal way of working, they will be able to continue this for exams. Some of the most common requests are for word processors, exam reading pens, computer text readers, and voice processors.
- **Separate room:** Many candidates who have EAAs will need to work in a separate room.
- **Supervised rest breaks,** these are not included in the extra time allowance. This should be considered prior to other access arrangements.

### *Important Notes:*

The academy reserves the right to withdraw the student's arrangements if they fail to use them in the classroom / assessments due to not being 'common way of working'. The student reserves the right to refuse this and ultimately their decision to engage

At Royton and Crompton, students will already have a normal way of working by the time they choose their options. Any assessments that need to take place to confirm this way of working will be done prior to December of Year 10.

## SEND Key Dates and Timelines

January	World Hearing Day World Down Syndrome Day	Year 10 exam access testing shared with all staff. NGRT review.
February	National dyslexia day	Year 9 EHCP Annual review day
March		Year 8 EHCP Annual review day Year 9 keyworker option support check in
April	World Autism Day	Intervention review SEND Pupil and parent voice KS2-3 SEND transition begins
May	Mental Health Awareness Week	Year 7 EHCP Annual review day KS4-5 SEND transition begins
June	Learning Disability Week	Enhance SEND Transition Day
July		Intervention review Enhance SEND Transition Day
August		Results day
September	National Inclusion Week National Teaching Assistant day	Initial information sharing for all Year groups. Updated SEND Register shared and signed with all staff. NGRT and CATS review.
October	ADHD Awareness Month	Initial data review. All year groups. SENCO to meet with all HODs.
November		Year 10 Exam access arrangement testing begins Year 11 EHCP Annual review day SEND Pupil and parent voice
December		Year 10 EHCP Annual review day Intervention review

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Further information: To increase frequency of contact and be more effective with our support we do not do termly SEND reviews, instead this provision is delivered through the following;

- SENCO or inclusion manager will be present at all parents' evenings, year 7 introduction evenings, options evenings and appointments can be made directly to discuss progress
- Minim half termly keyworker calls, passport updates, progress and check ins
- Weekly coffee mornings drops ins
- Newsletters
- Appointments on request



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# SEND Technology and Systems

## Assistive Technology

There are many different levels of Assistive Technology depending on need, from low tech such as highlighter pens, and pencils grips, to mid tech which includes calculators and audio books, up to high tech examples that include text to speech software, and adaptive computers.

Assistive technology can help students take control of their learning, and gain independence in their education. All students differ, so finding the assistive technology that's right for them is essential.

Here are a few examples of assistive technology you might find in the Royton and Crompton classroom:

- Visual Timers
- Interactive Whiteboards
- Screen Readers
- Laptops
- iPads
- Text to Speech tools
- Assistive listening devices such as hearing aids
- Interactive Computer Suites
- Library App to support reading
- Sims app to support communication
- Headphones
- Noise Cancellation devices
- Sensory Room

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## Raising Concerns

If you have any concerns about your child, or their needs, in the first instance, please contact their Year Team. The email addresses are on our website.

If your child is already on the SEND register, this query may be referred to your child's keyworker.

If you do still need to speak to the SENCo, or the Inclusion Manager, please contact the SEND administrator who will book an appointment. Please note that we aim to respond within 2 working days.

Email: [ERACA.enquiry@e-act.org.uk](mailto:ERACA.enquiry@e-act.org.uk)

Telephone: 01706846474

## In house SEND referral process

All SEND referrals should be made via our referral process which follows the SEND graduated response. Information from students, parents and school staff should be gathered onto the SEND referral form (Appendix 1) before the referral is accepted.

The referrals will then be triaged during our weekly complex student meetings and the next steps will be shared with all relevant parties.

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## External Support

If you require additional information about SEND support in Oldham, please go to:  
[A guide to SEND for parents | Oldham Council](#)

If you require advice and support on anything SEND support related, please go to:  
[POINT \(point-send.co.uk\)](#)

## Bibliography

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)

### Parents:

[A guide to SEND for parents | Oldham Council](#)

[Children with special educational needs and disabilities \(SEND\): Overview - GOV.UK \(www.gov.uk\)](#)

[Home page | Nasen](#)

[What is an EHCP? | A Guide for Parents \(educationadvocacy.co.uk\)](#)

[SEN Support - Special Educational Needs at School | Mencap](#)

[Special Educational Needs and Disability \(SEND\) Services - Family Action \(family-action.org.uk\)](#)

### Teachers:

[Special Educational Needs in Mainstream Schools | EEF \(educationendowmentfoundation.org.uk\)](#)

[Working together to improve school attendance - GOV.UK \(www.gov.uk\)](#)

[Area SEND: framework and handbook - GOV.UK \(www.gov.uk\)](#)

### Students:

[SEN Support - Special Educational Needs at School | Mencap](#)

[NSPCC | The UK children's charity | NSPCC](#)

[Extra help at school in England \(autism.org.uk\)](#)

[SEND Support in schools | KIDS](#)

# Appendix 1: Referral form

Name of Pupil	Year group and form
Name of Teacher and subject	Attendance

<u>Main concerns</u>	
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<u>What strategies have been put into place and duration?</u> <u>Any impact shown</u>	
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Has a Round robin been completed?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Has pupil been discussed with HOD?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is HOY aware of concerns?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have home been contacted to discuss?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Comments on the above	
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**Please specify the area of need:**

**Social, emotional and mental health**

Social skills  Self - Esteem  Angry outbursts  Emotional  erratic behaviour  Focus/concentration

Other \_\_\_\_\_

**Learning and cognition**

Spelling  mixing letters/words up  Processing speed  handwriting  Hand writing speed  Reading  mixes numbers up

Other \_\_\_\_\_

**Communication and interaction**

Social skills  Express language  Receptive language  Struggles with injustice  understanding of instruction/language

Language ag ppropriate Other \_\_\_\_\_

**Physical need and sensory**

Eye sight  hearing  physical injury  headaches/migraines  Movement restricted  fine motor skills

Sensitive to smell/sound/touch etc  Other \_\_\_\_\_

**Any additional information**