

One Degree Academy

SEND Report

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One Degree Academy is an inclusive school that welcomes and celebrates diversity. We are committed to meeting the needs of all our pupils including those with Special Educational Needs. We are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. For more information on Enfield's Local offer, follow this link: <https://new.enfield.gov.uk/services/children-and-education/local-offer/>

The School's SEND Offer should be read in consultation with other key school policies that are accessible on the school's website: Teaching and Learning Policy; Safeguarding Policy; Behaviour Policy; Single Equalities Scheme; Intimate Care Policy and the Anti-bullying policy.

Types of SEN, disability and medical needs

The Code of Practice 2014 states that: '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 him/her.' 'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools....'

The Four broad areas of need identified within the SEN Code of Practice 2014 are:

- Communication and Interaction (e.g. speech articulation, stammering, speech and language delay, autism etc)
- Cognition and Learning (e.g. global learning difficulties, dyslexia, dyscalculia etc)
- Social, Emotional and Mental Health Needs (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD) etc)
- Sensory and Physical Needs (Visual impairment, hearing impairment, sensory needs (e.g. autism), toileting issues, physical disability etc)

At One Degree we are committed to meeting the needs of all the children with SEND.

Who are the best people to talk to about my child's progress and Special Educational Needs and/or disability?

The initial point of contact should always be your child's class teacher. The class teacher can always seek advice where necessary from our SENCO (Special Educational Needs Coordinator). The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work or additional support).
- Attending pupil progress conferences (termly) to discuss the progress of individual children and groups of children.

- Writing provision maps and sharing and reviewing these with parents at Progress Review Day.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. This is overseen by the SENCO.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCO (Jo Addleton) is responsible for:

- Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you as a parent/carer are: - involved in supporting your child's learning - kept informed about the support your child is getting - involved in reviewing how they are doing through termly Progress Review Day meetings between you and the staff working with your child
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist etc
 - Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's interventions, progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

The Principal (Aidan Sadgrove) is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

The SEND Governor (Anushka Sonpal) is responsible for:

- Ensuring that the necessary support is provided for any child who has SEND, through termly meetings with the SENCO and termly reports
- Monitoring the effectiveness of SEND provision in the school and the effective implementation of SEND policy

What are the different types of support or strategies available to support children with SEND?

All children receive 'Quality First Teaching' which means:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning, grouping children with mixed abilities or similar abilities, working in pairs or work that requires independent working.
- Lessons are carefully planned and differentiated to meet every child's needs - specific strategies (which may be suggested by the SENCO or external agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have identified if your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of standard classroom practice. At One Degree, we use the graduated approach cycle to teach all children whether it be as a whole class, small group provisions or individual targeted support. It is a continuous cycle which maximises children's learning.

Some children will benefit from working individually or within a smaller group of children on specific tasks or skills to help them make progress.

These groups, (often called intervention groups or provision groups) may be;

- Run in the classroom or outside the classroom.
- Run by a teacher or most often an Associate Tutor (an additional adult in the classroom) who has had training to run these groups.

Some children will need to be referred to an external professional so that we can access support and advice from them. This is most often the case when quality first teaching and intervention groups have not helped your child to make enough progress. Parents need to give their consent so that a referral to a professional can be made. When the referral has been made, the professional will make an appointment to assess your child. The specialist professional will work with your child to understand their needs and make recommendations.

Education, Health and Care Plans

Some children may need more specified individual support beyond that already provided by the school as part of its core offer. This can be provided by requesting a statutory assessment from the local authority in which you live. The support is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO and other professionals as needing a particularly high level of individual or small group teaching. It means that the school needs additional financial support from the LA to enable your child's outcomes to be met. When a child has an EHCP, it specifies the child's learning objectives and what provision must be put in place to meet these needs. It is the Principal's responsibility to ensure that the necessary

support is organised and put in place, using the financial resources provided or from delegated funding.

The SENCO, Class Teacher and adults working with the child will be responsible for planning and coordinating the provision. Personalised targets will relate to the objectives set out in the child's EHC plan. This would be done in collaboration with the parents and child (where appropriate). Annual Reviews for children with EHC Plans will have a formal Annual Review Meeting, involving the SENCO, Class Teacher, Parents/Carer and any specialists involved with the child will be held annually. Pupils when appropriate are invited to attend part of the annual review meeting or to offer their views regarding their progress if they do not feel comfortable to attend in person. All relevant parties will be contacted and invited in writing to the review meeting. They will be invited to send reports detailing the child's progress. At this meeting, new targets are agreed for the year ahead. Copies of the report of the Review Meeting are sent to the Local Authority, parents and other attending parties by the SENCO.

What support will there be for a child's overall wellbeing and pastoral care?

At One Degree, a child's overall wellbeing is of paramount importance. We pride ourselves on close relationships with children and families, and each aspect of school day is planned to maximise a positive and safe experience. For example, we have a family model of dining where staff and children eat together, and in break-time teachers participate in activities with students. Enrichment, activities and residential trips are designed mindfully for students to form positive and trusting relationships with their peers and with staff.

We invest heavily in relationships with our students and their families. As a result, we find that children/families will report wellbeing concerns to us directly. Given that we are a small school, each and every child is known well by their teachers, and there are designated adults who are responsible for pastoral care and ensuring students' wellbeing. Teachers regularly speak to all students, and observe their interactions, emotions and behaviour. In cases where there is a wellbeing concern, staff will act immediately to address this—the child would be supported by their class teacher, SENCO or Inclusion Team as appropriate, and referred for additional support if necessary.

How will I know how my child is progressing at school?

- Your child's progress is continually monitored by his/her class teacher
- His/her progress is reviewed formally every term at our Progress Review Day with parent/carers and also at our termly Student Progress Conferences
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results from Year 6 are published nationally
- Children with SEN support and additional needs will have a support plan which will be reviewed every term and the plan for the next term made. Parents can request a meeting with the class teacher at any point to review their child's progress
- The progress of children with a statement of SEND/ EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.

- The SENCO/Inclusion manager will also check that your child is making good progress within any individual work and in any provision group that they take part in. The impact of every provision is evaluated.

Admissions

The school will admit pupils with an Education, Health and Care plan which names the school. If you want the LA to issue a plan for your child which names this school or your child has such a plan, you do not apply for a place at One Degree Academy under the admissions policy. Instead, you must contact your local authority who will advise you on the procedure to follow.

How is our school accessible to children with SEND?

- The School building is on two levels and is fully accessible to children with physical disability via the use of a lift
- Disabled toilet facilities are available
- We ensure that equipment used is accessible to all children regardless of their needs.
- Most after school provision is accessible to all children including those with SEND. We do our best to ensure that wherever possible all children are included
- We strongly encourage all children to participate in school trips- these are an important part of your child's time at One Degree. School trips are all risk assessed and we ensure there are appropriate measures taken to ensure all children's safety and well-being when off-site
- Tables and chairs are at appropriate heights
- Visual Timetables are used
- Extra-curricular activities are accessible for children with SEND
- Coloured overlays, use of electronic equipment such as lap-tops and tablets, alternative keyboards and mice are available
- Writing slope boards, writing grips, rocket pencils/pens, alternative scissors (e.g. loop scissors) use of 'wobble boards' or move 'n' sit cushions are available if needed
- The school has an accessibility plan that is reviewed regularly
- The school follows Test administrators' guide and other guidance issued by the Standards and Testing Agency to ensure that all children can access and fully participate in tests and exams. We apply for extra time for some children with SEND and ensure that all resources necessary are provided

Funding and Resources

All schools are allocated a budget to provide for the educational needs of all children who attend the school.

SEND Budget

In addition, the Local Authority delegates specific funding to school to meet the needs of children with SEND based on social deprivation factors, the number of children who qualify for free school meals and children's prior attainment. This money is used to meet the additional needs of SEND children within the school. This provision can take a number of different forms. Support can be provided through the allocation of human resources, curriculum adaptation and grouping and assessment, as previously outlined.

Children with EHC Plans

The school will finance the first £6000 pounds of any EHC plan from the SEND budget. Support is provided for children with EHCPs as specified in their EHCP. This provision is individualised to meet the child's specific needs and to achieve the objectives set out in their plan.

Pupil Premium

Pupil premium funding is also available to meet the needs of children entitled to Free School Meals or who are Looked After. Six monthly PEP meetings for Looked After children will consider the provision and funding required to meet the needs of LAC children.

Use of funding/Allocation of Resources

The Principal deploys support staff to classes to meet the needs of children. This is informed by data analysis taken from the school's assessment cycle and the needs of individual children identified with SEND and or disabilities.