

Oasis Academy Warndon Criteria for SEND Support Appendix 1

Introduction

Special Educational Needs and the Inclusive Curriculum

The National Curriculum states that a more inclusive curriculum should be based upon the principles of:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming barriers to learning

Many children experiencing difficulties in learning will have their needs met through a first quality teaching approach in the classroom. However, if a child is experiencing difficulties in learning the criteria below needs to be followed when placing a child onto the Special Educational Needs register at Oasis Academy Warndon.

Monitoring Children's Progress

The school system for observing and assessing the progress of individual children should provide information about areas where a child is not progressing satisfactorily despite appropriate differentiation taking place. Information to support this may come from a range of sources including performance using teacher assessment, the academy's BOAT system, tracking progress using the academy system and test material used by the academy for English and Maths and through discussion at Pupil Progress Meetings. This information should be looked at in the context of producing a broad picture of the child's strengths and weaknesses and responses to different learning experiences.

The key factor in deciding if there is a need for a child to be placed at SEND Support is whether despite having received appropriate differentiation within the classroom the rate of the progress the child is making is inadequate. Where progress is not adequate it is necessary to take some additional or different action to enable the child to learn more effectively

There are a series of targeted SEND checklists for teachers to complete and pass on to the Inclusion Leader to generate a meeting to discuss the child's needs and decide if further action is to be taken.

Decision making in different areas of Special Educational Needs

When looking at the needs of pupils to decide whether to place at SEND Support it is suggested in the Code of Practice that the needs and requirements are seen as falling within the following areas.

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and physical

Vulnerable Learners

Vulnerable Learners will be identified on a separate register. They will be identified using the following guidance.

'Vulnerable Learners' incorporates the categories; learning environment, family circumstances, disability and health needs, social and emotional factors would ensure no child was overlooked, and all children who require additional provision either short or long term would have their needs addressed accordingly.

The following triggers for intervention as Vulnerable Learners are:

- Makes little or no progress even when teaching approaches are targeted in a child's area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

SEND Support

The following triggers for intervention at School Support are:

- Continues to make little or no progress in specific areas over a long period
- Continues working at levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour programme.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

EHCP

Following advice from outside agencies and the guidance and criteria set by Worcestershire Education Authority, a request for an EHCP will be submitted with parental permission. If an EHCP is awarded, the recommendations will be developed as an individual support package for that child. One to one adult specific support will be allocated dependent on the recommendations stated in the EHCP.

Assessment Measures in decision making for SEND Support

The following tables have been devised through discussions with an Educational Psychologist and an SEN County Advisor, therefore the subsequent criteria has been agreed. If a child is new to the school / is not making acceptable progress and is displaying difficulties in English and /or Maths **alone**, then the following criteria can be applied.

Nursery-after one term (January) or if known by Pre-School Forum

Vulnerable Learners	SEND Support
Cause for concern discussed & observed by member of the SEN Team	Cause for concern discussed & observed by member of the SEN Team - external agencies involved- possible referral to the assessment centre-Child Development Centre, Inclusion team-discussion at the Pre-school forum

Reception - after a term- unless entered from the school Nursery (January)

Vulnerable Learners	SEND Support
Cause for concern discussed & observed by member of the SEN Team	Cause for concern discussed & observed by member of the SEN Team - external agencies involved, Inclusion team, CCN/EP assessment/umbrella pathway diagnosis if required.

Key Stages 1 and 2

OATS Level for Maths or English-(Reading or Writing)

On entering into the year (September)

Year	Vulnerable Learners	SEND Support
1	Not achieved GLD, off track in RW+M.	Not achieved GLD working at Nursery level.
2	YEAR 1 Below	Working at Reception level.
3	YEAR 1 Just Below	YEAR 1 Below
4	YEAR 2 Just Below	YEAR 2 Below
5	YEAR 3 Just Below	YEAR 3 Below
6	YEAR 4 just Below	YEAR 4 Below

School Pupil Tracker / Pupil Progress Meetings

- 1) When a child has made no progress over a term a decision will be made at the Pupil Progress Meeting to decide if this child needs to be placed onto the Vulnerable Learner Register. Wave 1 support will be put in place for this child and monitored closely by the class teacher.
- 2) After a term this child will be discussed at the following Pupil Progress Meeting. If sufficient progress has been made the child will be removed from the Vulnerable Learner register.
- 3) If again, no progress has been made the child will be placed onto the SEND Support Register with a specific area of need identified. Wave 2 support will be triggered.
- 4) If progress continues to be a concern appropriate outside agencies are consulted to provide deeper assessment and advice.

To conclude:

By following the criteria set out in this policy it will ensure that all children at Oasis Academy Warndon will be tracked and monitored closely so that if there is a cause for concern in a child's learning, resulting in inadequate progress, they will be placed onto the SEND register. This will enable the Inclusion Leader to work closely with the class teacher and investigate as to why there is a barrier to learning and appropriate and suitable support will be put in place. Where despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, the child has not made expected progress, the school or parents should consider requesting an EHCP. The local authority must conduct the assessment of education, health and care needs by gathering evidence from the relevant professionals and consulting the child and his or her parents. The authority must take into account their views, wishes, feelings and any other information provided by them when making the decision whether an EHC plan is to be issued. There are firm guidelines and time scales for the process, which will only be relevant to a few children. The Inclusion Leader at Oasis Warndon will consult and advice parents leading up to and throughout this process should all evidence support an EHCP request