

## Oasis Academy Warndon Criteria for SEND Support Appendix 1

### Introduction- Special Educational Needs and the Inclusive Curriculum.

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

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

Most children, experiencing difficulties in learning, will have their needs met through inclusive high-quality teaching in the classroom. This is wave 1 of our graduated response and is where learning is adapted to enable a child to access the content without the end-goal being changed for them. However if a child continues to experience regular difficulties with their learning, with our wave 1 strategies in place, this could indicate that there is an additional need present. The criteria below will be carefully followed when placing a child onto the Special Educational Needs (SEN) register for a suspected additional need.

### Monitoring Children's Progress

At Oasis Academy Warndon, we use Insight Tracking System to monitor and assess the progress of all children. This provides staff with a clear picture of areas where a child is and is not progressing satisfactorily with wave 1 of our graduated approach. Information to support these judgements come from a range of sources including teacher assessment, the academy's BOAT system (Birmingham Oasis Academy Toolkits), regular feedback opportunities in class, discussions at termly Pupil Progress Meetings and test material used by the academy for Reading, Maths and GPS (Grammar, Punctuation and Spelling). This information is collated and looked at in the context of producing a broad picture of the child's strengths, weaknesses, and responses to different learning experiences.

The key factor in deciding if there is a need for a child to be placed on SEND Support is whether, despite having received adaptive teaching within the classroom, the rate of progress being made is inadequate. Where progress is inadequate, it is necessary to implement additional changes and move towards a more personalised learning approach (wave 2 and wave 3 of the graduated response).

There are a series of targeted SEND checklists for teachers to complete based on a child's suspected additional need. The checklists are then passed on to our Assistant SENDCO - Miss Bolton - to generate a meeting where the child's needs are discussed, and a decision is made to whether further action is needed with specialist involvement and outside agencies.

### **Decision making in different areas of Special Educational Needs**

When looking at the needs of pupils to decide whether they require SEND Support, it is suggested in the Code of Practice that their needs and requirements falling within the following areas:

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

### **Triggers for SEND Support**

Below are triggers which indicate that a child needs SEND Support and further intervention:

- Continues to make little or no progress in specific areas over a long period of time.
- 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, 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.

### **Education, Health and Care Plan (EHCP)**

Following advice from specialists, outside agencies and the criteria set by Worcestershire Education Authority, a request for an EHCP can be submitted with parental permission. If an EHCP is awarded, the recommendations will be developed as an individual support package for that child where they will receive personalised learning (wave 3 support). Depending on the recommendations stated in the EHCP report, a one-to-one adult may be allocated for specialist support surrounding their additional need.

### **Vulnerable Learners**

Vulnerable Learners are identified on a separate register and **do not receive** SEND Support. A 'Vulnerable Learner' is a child who is not making suitable progress due to a specific factor impacting them. These factors can include their learning environment, family circumstances, a health need and ongoing social, emotional and mental health difficulties. Our Vulnerable Learner register is in place to ensure no child is overlooked, and all children who require additional provision (either short or long term) have their needs addressed accordingly.

Below are triggers which may indicate that a child is a Vulnerable Learner:

- 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 responsive curriculum.

## 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. These tables are also useful in comparing the differences between a Vulnerable Learner and those who need SEND Support.

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

Vulnerable Learners	SEND Support
Cause for concern discussed and the child is observed by a member of the SEN Team.	Cause for concern discussed and the child is observed by a member of the SEN Team.  This could lead to a possible referral to an external agency (pre-school forum) where families will always be asked for their consent.

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

Vulnerable Learners	SEND Support
Cause for concern discussed and the child is observed by a member of the SEN Team.	Cause for concern discussed and the child is observed by a member of the SEN Team.  This could lead to a possible referral to an external agency (CCN Team, EP assessment, Chads Grove, Umbrella pathway) where families will always be asked for their consent.

### Key Stages 1 and 2 - Classification of Vulnerable Learners and those needing SEND Support.

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

For example, a Year 4 child who is working at a Year 2 or Year 3 level will be classed as a Vulnerable Learner as they are seen to be 'off-track' but can be put 'on-track' with adaptive teaching and intervention. Whereas a Year 4 child who is working below a Year 2 level will be identified as needing additional SEND Support.

### School Pupil Tracker / Pupil Progress Meetings

- 1) Where a child has made no progress over a term, a decision will be made at the Pupil Progress Meeting as to whether this child needs to be placed onto the Vulnerable Learner Register. Wave 1 support (inclusive high-quality teaching strategies and resources) will be put in place for this child where they will be monitored closely by their class teacher and phase leader.
- 2) After an agreed period of time, 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's needs will be reviewed where a decision to place them onto the SEND Register with a specific area of need identified could be made. If this decision is made, Wave 2 support (targeted support) will be triggered.
- 4) If progress continues to be a concern, appropriate outside agencies and specialists are consulted to provide deeper assessment and advice which would mean that Wave 3 support is being accessed (personalised learning).

#### **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 class teachers to investigate why there is a barrier to learning and provide appropriate/ suitable support.

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 EHCP 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.