

What is the school's ethos & values?

Our Mission:

To offer local children a world class education.

Our Motto:

'Achievement through hard work; strength through kindness.'

Our Commitment:

We will strive at all times to ensure that children who attend Angel Oak Academy:

- Receive an excellent and rich education
 - Learn to develop the self-control and self-discipline to become happy, committed life-long learners motivated by education
 - Develop a strong foundation of values that builds self-confidence and enables pupils to become successful role models in the local and global community
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What types of SEN, disability and medical needs is provided for?

Angel Oak Academy endeavours, at all times, to meet the varying needs of all pupils in the school including those with SEN or a disability?

At our school we use the definition for SEND and for disability from the SEND Code of Practice (2014).

The Code of Practice 2014 states that:

Special Educational Needs: a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

> *A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***

> *Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.***

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '**...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

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

- **Cognition and Learning** (including pupils with Severe Learning Difficulties, Profound and Multiple Learning Difficulties and Specific Learning Difficulties such as dyslexia, dyscalculia and dysgraphia)
- **Communication and Interaction** (including pupils with Speech, Language and Communication Needs (SLCN) and Autism Spectrum Disorders (ASD))
- **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:

- have difficulty in managing their relationships with other people
- be withdrawn
- behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing

This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

- Sensory and/or Physical Needs (including pupils with visual impairment, hearing impairment or physical disability)

How is SEN identified?

The Code of Practice emphasises the expectation that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Class teachers will identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which is (but is not limited to):

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between the child and their peers
- Or, widening the attainment gap

When a teacher identifies that progress continues to be less than expected, the teacher will work with the SENCO to assess whether the child has SEN. The class teacher and SENCO will work together using the **graduated approach by assessing, planning, reviewing** and implementing progress.

Who are the best people, at Angel Oak Academy, to talk to about my child's difficulties with learning / SEND needs?

Class Teacher 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, additional support, remediation: provision intended to improve specific skills for identified groups or individuals) supported by the SENCO.
- Writing Additional Support Plans (Individual Educational Plan / IEP Passports) and reviewing these with pupil and parents/carers, together with the SENCO at least once each term before planning for next term.
- Ensuring that the Academy's Inclusion Policy is followed in their classroom for all the pupils they teach including those with any special educational needs or disabilities (SEND).

<https://angeloakacademy.org/wp-content/uploads/2018/11/AO-STEP-SEND-Policy-October-2018.pdf>

The SENCO Mr Juan José Gemio-Sánchez Assistant Head Teacher / Inclusion Lead

Responsible for:

- Co-ordinating all the support for children with SEND and developing the Academy's Inclusion Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is receiving
 - involved in reviewing how they are doing
- Liaising with professionals who come into school to help support your child e.g. Speech and Language Therapy, Educational Psychology, Autism Support Team 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 clear records of your child's 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.

To arrange a meeting with the SENCO, please inform your child's Class Teacher or contact the school office on (0207) 703 3125.

Head Teacher Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that your child's needs are met by the Class Teacher, in consultation, with the SENCO.
- Updating the Governing Body about any issues in the school relating to SEND.

Governor responsible for SEND Responsible for:

- Ensuring that staff members follow the Academy's policy and the SEND Code of Practice.
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What are the different types of support given?

Class Teacher input via excellent targeted classroom teaching (also known as Quality First Teaching).

For your child this would mean:

- That the class 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.
- Specific strategies (which may be suggested by the SENCO or outside professionals) 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 decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- All children should be getting this as part of excellent classroom practice when needed.

Learning Mentor Support

In order to overcome any social and/or emotional barriers to learning, a full-time Learning Mentor, supports individuals and small groups of children across all stages in school.

Angel Oak Academy has a strict and consistent approach to bullying which applies to all children in the school. It is fully recognised that pupils with SEND may be more vulnerable to bullying. However, any

bullying claims are dealt with promptly in the same manner by consulting and adhering to the guidelines and procedures in the STEP Academy Trust Anti-Bullying Policy:

<http://angeloakacademy.org/wp-content/uploads/2015/01/STEP-Anti-Bullying-Policy-March2012-2.pdf>

Stage of SEND Code of Practice: SEN Support

The Code of Practice makes clear that class teachers are responsible and accountable for the progress and development of all pupils in their class. Where a pupil is identified as having SEN, the teacher will take action to remove barriers to learning and put effective special educational provision in place. SEN Support provides every child with SEN, but not on an EHC plan, with the additional support they need to progress at school.

This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised; with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. ***This is known as the graduated response. The graduated response i.e. assess, plan, do and review is a central aspect of classroom practice.***

When a pupil is identified as having SEN, the graduated response becomes more frequent and is more tailored to suit the specific needs of the pupil.

For example this could mean:

- He/ She may engage in targeted group sessions (often called Intervention Groups) with specific targets to help him/her to make more progress. One of the three teachers in the year group or a member of the Inclusion Team may run these targeted group sessions.
- Additional targeted support may also occur within the classroom or be timetabled during the day.

This type of support is also available for any child who has specific gaps in their understanding of a subject/area of learning.

For some children they may, despite receiving the above intervention, also require:

- Outside professional involvement or more specialist support such as the Speech and Language therapy (SALT) Service or Educational Psychology (EP).

For your child this could mean:

- Your child will have been identified by the class teacher/SENCO (or you will have expressed concerns) as needing more specialist input in addition to quality first teaching and targeted provision in the form of intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You will be asked to give your permission for the school to refer your child to an outside professional. This will help both home and the school understand your child's needs and be able to support them further.
- The outside professionals will work with your child to understand their needs and make recommendations, which may include:
 - Suggesting changes to the way your child is supported in class
 - Suggest targets which will include their professional expertise
 - A group run by school staff, under the guidance and informed by specialist professionals
 - Some group or individual work with outside specialist professionals
- The school may suggest that your child needs some specific individual support. They will inform you what support your child is receiving and the progress that happens.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching, targeted remediation or targeted intervention groups.

SEN Support with an EHC Plan

From September 2014, Education, Health Care Plans have replaced Statement of Special Educational Needs. Children who currently had Statements moved over to an EHC Plan by 2017. This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of provision (usually more than 20 hours a week), which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Outside professional involvement such as the Speech and Language therapy (SALT) Service or Educational Psychology (EP).

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support already provided.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and long term. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support in place or make additional suggestions.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Support to manage tests and exams

Summative assessments (tests) are used during the academic year, alongside teacher assessment, to help determine if children attaining at the expect standard. Specific arrangements can be put in place to enable children with SEND to access the tests. Typical classroom practice will prevail, to ensure continuity, for children with particular needs during tests. In advance of Year 2 and Year 6 SATs assessments, school will also determine whether children with SEND require a reader, scribe and/or additional time to access the tests.

How can I let the school know I am concerned or have a complaint about my child's progress in school?

- If you have concerns or a complaint about your child's progress you should speak to your child's class teacher initially.
 - If you are not happy that the concerns or complaint are being managed and that your child is still not making progress you should speak to the SENCO.
 - If you are still not happy, you can speak to the Head Teacher or the Governor responsible for SEND.
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How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress the class teacher will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
 - suggest any additional support your child may require
 - make suggestions as to how you could further support your child at home
 - refer you to the SENCO if necessary
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Who are the other people providing services to children with an SEN in Angel Oak Academy?

Directly funded by the school:

- Speech and Language Therapy
- Educational Psychology
- Educational Welfare Officer
- Learning Mentor

Provided and paid for by the Health Service (NHS Trust) but delivered in school or through the school:

- School Nurse
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How are the teachers in school helped to work with children with an SEND and what training do they have?

- The school has regular training for all staff to improve the teaching and learning of all children, often specifically focussed on SEND.
 - Individual teachers and support staff can attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
 - The SENCO's job is to support the class teacher in planning for children with SEND.
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How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, to ensure that every child's needs are met.
- Specially trained / briefed support staff will be directed by the SENCO/Inclusion lead to support the needs of your child where necessary.

- Specific resources and strategies could be used to support your child individually and in groups.
 - Planning and teaching could be adapted on a daily basis if needed to meet your child's learning needs.
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How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
 - His/her progress is reviewed formally every term and an attainment recorded/given in reading, writing and maths.
 - If your child is in Year 1 and above, but is not yet at National Curriculum test, below the key stage expectation, they will be assessed using 'P levels' and guidance from the Rochford review.
 - 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 are the results that are published nationally.
 - Pupils with SEN Support will have an Additional Support Plan which will be reviewed and updated every term. SMART (specific, measurable, achievable, relevant, timed) targets will be set in consultation with the Class Teacher, pupil and parents/carers.
 - Each term, pupils are fully involved in the target setting process. Pupils have the opportunity, in their Additional Support Plan, to determine how adults can support them in their learning and what they need to do to help them become more independent and successful learners. Weekly targets and lesson objectives are also shared with pupils with visual reminders provided in pupil's books. Pupils are continually encouraged to reflect on their progress towards meeting their individual targets.
 - The progress of children with an EHC Plan is formally reviewed at an Annual Review. The pupil plus all adults involved with the child's education are invited to attend the Annual Review. Any professional(s) unable to attend the Annual Review are asked to submit an updated report.
 - The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
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How is Angel Oak Academy accessible to children with SEND?

- Currently, the school building is not fully accessible to children with physical disabilities. The majority of the building is on three levels with internal stairways. Should a child with a disability enrol in our school, appropriate accessibility arrangements may need to be put in place.

- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND including PE, dance and football.

How will we support your child when they are leaving this school? Or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- Transition into school:
 - Any family can request a tour of the school for prospective new children with SEND.
 - School will meet with parents/carers and the child to discuss needs.
 - If applicable, transition meetings can be arranged with the child's previous school/setting to inform of needs or special arrangements.
 - If appropriate, additional visits or staggered starts can be arranged for children with SEND.
 - An open afternoon is held annually, in the summer term, by the Reception class teachers to meet parents/carers and share classroom routines.
- If your child is moving to another school:
 - We may contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All Support Plans/Provision Maps will be shared with the new teacher.
 - Other strategies may be used to ensure your child is comfortable and ready for the transition.
- In Year 6:
 - The SENCO will attend the relevant Primary Transition meetings to discuss the specific needs of your child with their secondary school.
 - Your child will undertake a transition programme within the school.
 - Where possible your child will visit their new school and in some cases staff from the new school will visit your child in this school.

What support do we have for you as a parent/carer of a child with an SEND?

- For arrangements for admission of disabled pupils, please see our School Admission Policy <https://www.angeloakacademy.org/wp-content/uploads/2018/02/Angel-Oak-Academy-Admission-Policy-2019-2020.pdf>
- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Individual Education Plans/Passports, Provision Maps will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.

Where can parents/carers find further support or information?

Southwark Local Authority provides full information and support around its **local offer** and attached services. See their website: <http://localoffer.southwark.gov.uk/>
Telephone 0207 525 5000

The Southwark Information Advice and Support team (SIAS – formerly known as Parent Partnership) offers parents impartial support, training and advice on such topics as: Special Educational Needs; transition to secondary school; how to request an Education Health Care plan; understanding tribunals and SEND exclusions.
Telephone: 0207 525 3104 sias@southwark.gov.uk

KIDS London SEN Mediation Service is an independent disagreement resolution service that provides mediation meetings for parents of children with Special Educational Needs and their local education authority or the child's school when there is some kind of disagreement surrounding how best to meet those needs. Mediation is an informal, voluntary process where parties in disagreement meet together with an independent mediator.
Telephone: 0207 359 3635 www.kids.org.uk

Contact a Family provide services to any family regardless of the type of the child's disability as long as they live in Southwark. Services include: drop in service at Sunshine House and selected children centres; phone advice 5 days per week between 9.00 am and 5.00pm; Helpline advice on specialist topics: education, welfare and benefits, housing; casework support to individual families; DLA workshops at Sunshine House; family-focused social events; coffee mornings and afternoons; quarterly newsletter and monthly email
Telephone 0207 358 7799 southwark.office@cafamily.org.uk

ADDISS The National Attention Deficit Disorder Information and Support Service. provides information and resources about Attention Deficit Hyperactivity Disorder to parents, sufferers, teachers or health professionals.

Telephone: 0208 952 2800 www.addiss.co.uk

The ADHD Foundation supports achievement, educational attainment, mental health and employability. The Foundation works in partnership with those living with ADHD, enabling them understand and manage ADHD.

Telephone: 0151 237 2661 www.adhdfoundation.org.uk

Southwark Autism Support is a project set up by The National Autistic Society to provide information, advice and support to the parents and carers of children and young people with an autistic spectrum disorder (ASD) living in Southwark. The service provides advice, information and suggestions to help with the behavioural, emotional and practical challenges that living with a child or young person with an ASD can present.

Telephone: 0207 771 3491 www.nas-southwark.com

Email: southwark@nas.org.uk

Scope is a national disability organisation whose focus is people with cerebral palsy, offering early years, education, and independent living and employment opportunities for disabled people.

Telephone: 0808 800 3333 www.scope.org.uk

Information: response@scope.org.uk

Small Steps provide a supportive environment for parents of children with Cerebral Palsy and other forms of motor and sensory impairment. Parents are able to meet others sharing similar experiences, and can attend workshops that inform parents, giving them a platform for discussion and to socialise.

Telephone: 0208 704 5935 www.smallsteps.org.uk Information: Info@smallsteps.org.uk

Down's South London (DSL), is a parent run charity based in Peckham that provides a free, unique early intervention therapy service to local children with Down's Syndrome. Telephone: 0207 701 9521 Email: gundy@dircon.co.uk

Down's Syndrome Association (National) offers information and support on all aspects of Down's Syndrome.

Telephone: 0333 121 2300 www.Down-syndrome.org.uk

Dyslexia Association of London offers support and information to parents, teachers and adults on dyslexia/specific learning difficulties. It also offers a befriending service.

Telephone: 0208 870 1407

Dyspraxia Foundation is for parents of a child with dyspraxia who want to talk with other parents/carers in the same position.

Telephone: 01462 454 986 www.dyspraxiafoundation.org.uk

Information: dyspraxia@dyspraxiafoundation.org.uk

The National Deaf Children's Society (NDCS) is a charity dedicated to creating a world without barriers for deaf children and young people, believing that deaf children can do anything other children can do, given early diagnosis and the right support from the start, as well as involving them in decisions that affect them at as early an age as possible.

Telephone: 0808 800 8880 www.ndcs.org.uk

Information: helpline@ndcs.org.uk

Resources for Autism provides a range of support services for both children/young people and their families including autism specific home/community support for all ages and autism specific parent/carer groups. They also offer autism specific play and youth clubs and holiday play schemes for children and young people aged 8-19 years old.

Telephone: 0208 458 3259 www.resourcesforautism.org.uk

Information: liza@resourcesforautism.org.uk

Royal London Society for the Blind (RLSB) supports blind young people & kids to live life without limits.

Telephone: 01732 592 500 www.rlsb.org.uk

Information: enquiries@rlsb.org.uk

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Telephone: 01732 592 500 www.rlsb.org.uk Information: enquiries@rlsb.org.uk

Young Minds provides information and support for anyone worried about a child or young person's behaviour and mental health, providing information about the symptoms, diagnosis and treatment of common mental health and behaviour concerns, especially for parents and carers.

Telephone: 0808 802 5544 www.youngminds.org.uk Information: parents@youngminds.org.uk

Council for Disabled Children (CDC) aims to make a difference to the lives of disabled children and children with special educational needs, by influencing Government policy, working with local agencies to translate policy into practice and producing guidance on issues affecting the lives of disabled children.

Telephone: 0207 843 1900 www.councilfordisabledchildren.org.uk Information: cdc@ncb.org.uk

Southwark Carers an independent charity with over 5,000 carers currently registered, they provide information, advice and support to carers across Southwark.

Telephone: 0207 708 4497 www.southwarkcarers.org.uk Information: info@southwarkcarers.org.uk

Southwark Parent Carer Council (PCC) a group of parent carer volunteers, who are working to achieve excellent local services for disabled children/young people aged 0-25 and their families. By working with partners in Education, Health and Social Care, to make sure all parent carers and young people have a voice - and have a say in the development and provision of our services. They are the parent carer forum for Southwark, part of the National Network of Parent Carer Forums (NNPCF).

Telephone: 0207 525 1106 or 07944107019 www.Southwarkpcc.org.uk

Information: info@southwarkpcc.org.uk

Southwark Young Carers Project A young carer is anyone aged 18 or under who helps to look after a relative who has a disability, illness, mental health condition, or drug or alcohol problem. Telephone: 0207 703 6400 www.actionforchildren.org.uk

Southwark Siblings for those living in Southwark, aged between 6 and 14, who help look after a brother or sister with a disability, giving them a chance to meet other siblings, make friends and share experiences, the chance to have fun and take part in activities through attending small groups and ongoing regular meetings outside the family home, also a regular newsletter. Telephone: 0207 701 2826
Information: www.kids.org.uk/Event/southwark-siblings Email: Natulie.woods@kids.org.uk

Family Action ADHD Specialist Service A project offering home visiting, telephone support and an 8week "Managing ADHD Group" programme to support the families of children aged between 5 and 12 who have been diagnosed with ADHD; detailed information pack (provided on the home visit), offering further information about the diagnosis, some useful resources and explaining all the services available including Southwark specific services and online resources. Referrals come from any statutory or voluntary agency or self-referral. It is a free and confidential service. Telephone 07923103243 corinne.turner@family-action.org.uk

