Special Educational Needs
School Information Report
“What we offer”

This is our Special Educational Needs School Information Report and details what we offer for children and young people with special educational needs and disabilities (SEND) in our school.

Please also refer to our SEND and Learning policy and our Accessibility policy using the links below.

How to you teach children or young people with special educational needs and disabilities?

The Oldham Academy North recognises the wide range of needs and experiences of all its stakeholders and will:

• promote the acceptance of disabled people into its community through its adaptable provision;
• provide advice and guidance to ensure individual learning needs are met;
• provide opportunities and encouragement for students (and their families) to identify their needs / disclose their disability;
• provide opportunities and encouragement for stakeholders to identify their needs / disclose their disability;
• provide a reasonable level of support to enable a learner to achieve in subjects, as appropriate to their needs and aspirations;
• provide information outlining the facilities which are available specifically for children and adults people with learning difficulties and / or disabilities e.g. toilets, car parking;
• make reasonable adjustments to ensure that the physical learning environment meets the needs of all its stakeholders;
• ensure that teaching styles/provision is good or better and specifically meets the needs of individual learners;
• ensure confidentiality and disclosure are respected;
• within reason, provide specialist equipment and assistive technology;
• provide a continuing programme of staff development to ensure the provision of a high level of appropriate support for students and children who have learning difficulties and/or disabilities.

The Oldham Academy North aims to be a disability friendly environment for all.

How do you decide a child or young person has special educational needs or disabilities?

Early identification is vital. The class teacher or Learning Leader should inform the SENCO at the earliest opportunity to enable her to contact parents to alert them to concerns and enlist their active help and participation.

The class teacher/Learning Leader and the SENCO assess and monitor the learner’s progress in line with academy practices.

The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of students reflects as far as possible their participation in the whole curriculum of the academy. Teachers, supported by the SENCO, can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The Academy uses a graduated approach to learner’s special needs;

1. **(Phase 1: Teacher)**: the class teacher identifies & exhausts wave 1 intervention strategies.
2. **(Phase 2: Teacher/Academy):** the class teacher identifies and consults with the SENCO and their faculty Learning Leader. Interventions are devised for the students which are different from, or additional to, those provided by the usual class differentiation.

3. **(Phase 3: Academy & Additional Support):** The SENCO or Director of Additional Needs requests support from outside agencies. This stage may also form part of the wider Education Health Care plans for specific pupils.

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 or mainstream post-16 institutions.

**What is a 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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.
This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Pupils progress will be closely tracked and the Faculty work to develop a holistic picture of the child or young person. This will be done through:

- KS2 data and information received from Primary school;
- Assessments or observations during transition;
- Discussions with parents and carers;
- Half termly tracking of academic performance;
- Literacy and numeracy testing;
- External agency assessments (for example, Educational Psychologist, Occupational Therapist, etc)
- Regular liaison with Progress Leaders and teaching staff.
All students have an entitlement to a broad and balanced curriculum, which is differentiated to enable learners to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet student’s special educational needs. Lessons have clear objectives and success criteria (WALT/WILF); work is differentiated appropriately, and assessment is used to inform the next stage of learning.

We support students in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times when, to maximise learning, opportunities are made available for students to work in small groups, or in a one-to-one situation outside the classroom.

This is decided by the teacher with support from the Pastoral Team/Additional Needs team and the Director of Additional Needs.

**Provision may include:**
- Targeted academic withdrawal;
- Access to additional in-class support;
- Beat Dyslexia;
- Lexia Learning;
Reading Boxes;
Handwriting interventions;
Spelling sessions;
Mentoring;
Rapid writing interventions;
Barrington Stoke reading schemes;
The Kaos Chronicles reading intervention;
Lego Therapy;
Speech, language and communication support;
SEMH/ Girls group workshops;
Developing social skills;
Magical Maths;
Woodlands provision;
Small group numeracy sessions.

In addition to this, our sensory base provides a warm and welcoming environment that allows students to develop core skills, including social interaction.

As part of our provision for additional needs at The Oldham Academy North, we have developed an exciting and aspirational curriculum pathway: ASPIRE. Students identified to access this pathway will:

• be taught in smaller classes in core subjects – English, Maths and Science;
• receive a tailored Humanities based curriculum, aimed at raising aspirations and providing opportunities outside the classroom;
• experience a consistency of approach across the curriculum. Lessons will follow the similar structure, routines and teaching approaches;

• be closely monitored by their class teachers and the Additional Needs team – this will include tracking both their academic and personal progress.

The ASPIRE programme is part of our commitment to raising standards and ensuring that all students achieve their potential and succeed.

The effectiveness of all SEN provision at The Oldham Academy North will be measured through both academic and ‘personal’ progress. Academic progress measures include reading ages, comprehension ages and subject progress. ‘Personal’ progress indicators include engagement, attendance and attitude to learning.

Offering support and guidance to families is also of paramount importance. With support from the Additional Needs team, our families may also work with:

- Speech, Language and Communication Therapy team;
- School/District Nurse;
- Healthy Young Minds;
- Occupational Therapy;
- Early Help;
- QEST;
- Educational Psychology Service.
How do you make sure children and young people with special educational needs and disabilities do well?

The Learning Leader for Additional Needs/SENCO monitors the progression of learners with additional/special educational needs within the Academy.

The Learning Leader for Additional Needs/SENCO, Additional Needs Programme Leaders, along with the Vice Principal for Teaching and Learning, are involved in supporting/educating teachers involved in drawing up provision for learners. This includes the various forms of wave one and two intervention.

The Senior Leadership Team, Learning Leaders and the Additional Needs team work together to ensure that quality assurance processes are robust and relevant. The Additional Needs team meet weekly to review the work of the Academy in this area, including joint analysis/scrutiny of academic data captures, reading age progression and the quality assurance of teaching and learning activities related to our SEND students.

Parents are regularly invited to take part in their children’s learning journey and we are always happy to arrange additional meetings to discuss any questions, issues or concerns.

Specific intervention is identified and recorded on a provision map. Intervention specific to certain students and children is recorded on the Additional Needs register and will be included on all pupils’ profiles. This is used by the SENCO to allocate support, monitor progress and plan staff development and training. Progress made by learners identified on the provision map will be monitored each term to ensure support and intervention is appropriate and effective.
Children's needs change over time and therefore after a successful intervention, if a child's progress is sufficient to place him/her in line with age-related expectations, the need for additional provision is removed and their name is removed from the SEND register.

Places on the SEND register are fluid and not fixed. Where a student is making good progress in line with their peers, their place on the register will be reviewed.

The Academy reports to the governance every 6 weeks during the Raising Attainment Meeting (RAB). The governance will review the progress of SEN learners and the provisions in place. This will include learning walks and ‘book looks’ every 6 weeks.

The EACT System Leader for SEN is:

Mrs Elizabeth Browne
Contact: elizabeth.browne@e-act.org.uk
TOAN’s STAGE model:

Monitoring

Stage 1 (Students identified as traditionally working at wave one)
- Universal provision;
- HQFT;
- Reasonable adjustments;
- OPP available to all staff;
- OPP shared with parents and carers.

Tracked through data capture (termly), but not through explicit SEND data tracking/figures.

Stage 2

In addition to:
- Universal provision;
- HQFT;
- Reasonable adjustments;
- OPP available to all staff;

Students will access additional interventions to support their learning and progress. This may include:
- Literacy/numeracy interventions;
- SEMH groups;
- SEND w/Woodlands intervention (3 periods or below);
- Learning mentor;
- Targeted in-class support;
- External agency support, within a specific timeframe.
Tracked through half-termly data capture and included in headline figures. PCP tools used and featured in 3-point contact tracker.

**Stage 3**

In addition to:
- Universal provision;
- HQFT;
- Reasonable adjustments;
- OPP available to all staff;

Students may access additional interventions to support their learning and progress. This may include:
- Literacy/numeracy interventions;
- SEMH groups;
- Woodlands intervention (3 periods or above);
- Learning mentor;
- Targeted in-class support.

Students may also follow a personalised pathway of support, including:
- EHCP provision (where relevant);
- Aspire Curriculum;
- SEND /Woodlands Provision (3 lessons or more);
- Extensive external agency support.

Tracked through half-termly data capture and included in headline figures. PCP tools used and featured in 3-point contact Tracker.
The Academy is well equipped to support children or young people with special educational needs and disabilities.

Resources include:

- A dedicated support team, on hand to provide a friendly face and a ‘first point of contact’ for our students, when necessary;
- Breakfast and lunchtime provision for students, including homework club, girls’ group and social club;
- Breakfast club facilitated in Woodlands;
- A sensory room, providing a quiet space for work and reflection;
- The TOAN Prefect team, offering a weekly drop in and peer support;
- Aspire teaching classrooms and intervention rooms;
- Woodlands provision;
- Lifts to all floors;
- A ground-floor hygiene room.
Who are the TOAN SEND team?

Mrs S Francis – Learning Leader for Additional Needs/SENCO

The SENCO:

- manages the day to day operation of the policy;
- co-ordinates the provision for and manages the responses to learner’s special needs;
- supports and advises colleagues;
- maintains the academy provision map;
- contributes to and manages the records of all learners with special educational needs;
- manages the academy-based assessment and oversees the documentation required by outside agencies, LA and E-ACT;
- together with the Additional Needs team, acts as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as a link with external agencies and other support agencies;
- monitors and evaluates the special educational needs & disability provision and reports to the senior leadership team;
- manages a range of resources, human and material, linked to learners with special educational needs & disability.

Do you have staff with specialist training or have ‘experts’ to support you?
Mrs Jade Tinsley – Assistnt Headteacher - Director of Additional Needs.

Key responsibilities/core purpose:

- To raise standards of student attainment and achievement by ensuring that all pupils identified for the Aspire cohort receive appropriate support to develop their potential.
- To ensure the identified cohorts achieve at least expected progress according to national benchmarks.
- To develop and enhance the teaching practice of others to ensure accelerated progress.
- To be accountable for leading, managing and developing opportunities for Aspire students.
- To challenge underperformance.
- To coordinate, plan and deliver an appropriate and differentiated curriculum for our identified Aspire students.
- Ensure that the objectives of the Aspire policy are reflected across curriculum, effective systems are in place to identify and meet needs and that they are coordinated, monitored, evaluated and reviewed.
- To track, monitor and assess student progress to improve their quality of learning and personal growth.

Mrs Jane Jenner – Deputy SENCO/Higher Level Teaching Assistant (HLTA)

The Deputy SENCO assists in leading and managing the provision of special educational needs learning support. They assist the SENCO in supporting high quality learning, teaching, behaviour, effective use of resources and high standards of achievement and progress for all pupils.

HLTAs are appointed in an extended role to work as part of a team of teachers, other teaching assistants and other professionals, under the general direction of the SENCO.
Our HLTA support students and teachers, by:

- Liaising sensitively and effectively with parents and carers with regard to their role in student learning.
- Having sufficient understanding of their specialist area/phase to support students’ learning.
- Being familiar with age related expectations of students, the main teaching methods and the assessment framework in the relevant subjects/specialisms/age groups.
- Understanding how to use technology to advance students’ learning.
- Promoting and reinforcing students’ self-esteem.
- Contributing effectively to the selection and preparation of teaching resources that meet the diversity of students’ needs and interests.
- Evaluating students’ progress through a range of assessment activities and monitor students’ participation, progress and responses to learning.
- Being familiar with the guidance about meeting special educational needs given in the Code of Practice and guidance relating to SEN learners.
Ms Aimee Jenner, Ms Emma Murphy and Ms Chabina Saeed – Academic Targeted Intervention Team

ATI Staff support SLT, middle leaders, the SENCO, the Programme Leader for EAL and identified staff in implementing strategies to ensure students meet their challenging achievement targets. They complement the professional work of teachers by taking responsibility for agreed learning activities and assessments under an appropriate system of supervision. Ultimately, they share a direct responsibility for raising academic achievement.

Our ATI Staff:

- Establish productive working relationships with students, acting as a role model and setting high standards and expectations;
- Promote the inclusion and acceptance of all students, supporting them consistently whilst recognising and responding to their individual needs;
- Encourage students to interact and work co-operatively with others;
- Develop and implement learning strategies, devising bespoke intervention and support sessions including resources;
- Promote independence and employ strategies to recognise and reward achievement;
- Provide high quality, subject specific and general oral and written feedback to students in relation to their progress and achievement;
- Promote independence and employ strategies to recognise and reward achievement;
- Deliver intervention strategies and programmes to identified students who are not making expected progress;
- Meet with parents, carers and other relevant adults to ensure that they have full knowledge of student progress and encourage them to participate in supporting students to raise their level of achievement;
• Facilitate targeted, personalised, subject specific intervention to individuals and groups of identified students;
• Monitor student attendance to sessions, student progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary;
• Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment;
• Address the needs of vulnerable students, creating support programmes for those experiencing difficulties and are underachieving academically as a result of these difficulties.

Ms Ruhee Ahmed, Ms Abigail Clayton, Ms Corinne Goddard, Ms Beverley Langfield, Ms Ayesha Nessa, Ms Tasha Squire, Mr Ross Wylie – Learning Support Practitioners (LSPs)

The Learning Support Practitioner’s (LSP) main role is to provide support for pupils who have been awarded a statement of special educational needs. The LSP will ensure that the pupil can integrate as fully as possible in the activities generally undertaken by the other children in the class and make progress.

Duties will include running specific programmes and activities to assist the pupil’s individual learning and social needs. The LSP will be responsible for implementing the targets on the pupils’ one-page profile in liaison with class teachers and the SENCO. Amongst other things, our LSPs support students by:

• providing learning support for the pupil in class or in withdrawal situations, either 1:1 or small groups.
• developing knowledge of the particular needs of the child and seeking advice from SENCO, class teacher and outside agencies as required.
• aiding access to the full range of learning experiences both inside and outside the classroom and providing modified materials as required e.g. worksheets, games, visual prompt cards etc.
• making or modifying resources as suggested and advised by the SENCO, Educational Psychologist or other outside agencies.
• being involved in the planning and preparation of the day to day class activities.
• organising and maintaining an inclusive learning environment both in the classroom and outside.
• facilitating inclusion in small group activities with peers and supporting interaction between them.
• provide support and facilitating interaction with peers in the classroom and around school.
• regularly liaising with parents/carers.

The ongoing professional development of our staff is of paramount importance and all staff attend a programme of CPD sessions throughout the year. These are delivered to enhance teaching, learning and understanding. The Academy also works with a range of professionals who may, at some point, provide additional support to our families and young people.
These may include, amongst others:
- Educational Psychologists;
- Hearing Impairment Team;
- Occupational therapists;
- QEST;
- School/District Nurse;
- Speech and Language therapists;
- Visual Impairment Team
The Additional Needs Team work closely alongside the Pastoral Team to ensure that the wellbeing of children and young people with special needs and disabilities are well supported.

The Faculty offer a broad range of clubs and facilities during social times, which can often be a challenging time for some of our students. These include:

- Girls’ group;
- Homework club;
- Quiet space in the library;
- Quiet club;
- Social club;
- Woodlands breakfast/lunchtime club.

During form time, we offer provision for a small number of students in need of additional social and emotional support: this takes place in our Woodlands classroom. We also offer an Aspire form in Year 7.

Student voice is extremely important and it takes many forms within the Academy. The Additional Needs Team conduct regular student voice activities and ‘Me Time’ one-to-one sessions. The team offer an ‘open door’ policy for all students and are always on hand to discuss any issues or concerns that may arise.
We encourage the community to be involved in Academy life to provide further life experiences for all our learners. We work closely with the Manchester United Foundation, who work closely with groups of students to boost confidence, self-esteem and raise aspirations.

There is a designated member of staff that is responsible for all students that have medical needs. The Academy will ensure all staff have access to the medical register and are fully aware of the pupil’s medical needs.

Parents need to contact the office if medication is recommended by Health Professionals to be taken during the school day. As a staff we have regular training and updates of conditions and medication affecting individual children so that all staffs are able to manage medical situations.

The Health Care Plans are stored centrally and are reviewed throughout the year in collaboration with agencies and parents/carers. There is a defibrillator on site and key staff that are fully trained for emergencies.

What happens if a child or young person needs specialist equipment, services or support?

The school’s aim is that all students follow a broad and balanced curriculum. This means that our primary aim is always that students access a full range of lessons. For students with more severe diagnoses of SEN, we undertake to make reasonable adjustments to the curriculum or learning environment as required. These changes will only be made in consultation with the school’s Senior Leadership Team, SENCo, parents and the pupil themselves.

The Academy will liaise with external agencies for advice and support if specialist equipment is required to meet the needs of any pupil. The academy will ensure there is a clear plan in place for the admission arrangements for all young people with SEN or disabilities. This will include a multi-agency approach if required to ensure a smooth transition.
At all stages of the special needs process, the Academy keeps parents informed and involved. We take account of the understanding and knowledge that parents have of their child at all stages. We encourage parents to make an active contribution to their child’s education, through termly meetings with teachers, phone contact, meeting with the Pastoral Team and contact with SEN staff and SENCO.

Where appropriate, review meetings follow the ‘Pathways’ format, encouraging students, families and key workers to consider what is working well, any barriers/concerns/worries and their hopes and aspirations for the future.

Parents are invited to termly parents’ evenings to share the progress of their child. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of learners with special educational needs.

The Additional Needs Faculty embraces a ‘pupil centred’ approach in every aspect of our provision. Every student with an identified SEND has a personalised one-page profile to support their learning and ensure that their aspirations are shared with staff at the Academy.

Student voice is also of paramount importance to us. The Additional Needs team regularly conduct ‘Me Time’ reviews to ensure our students are able to discuss any worries or concerns that they might have, as well as providing opportunities to set and review personal and academic targets. This allows our students to feel involved in their educational journey.

How will I know if my child or young person is doing well in school?
All children and young people are included in all parts of Academy life. We aim for all children to be included on school trips and will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone’s health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

All children have access to range of extra-curricular activities at The Oldham Academy North. These can be found via the link below:

http://theoldhamacademynorth.e-act.org.uk/extra-curricular/clubs-societies/
Transition between phases of education can be a daunting time for both parents and children.

The Year 7 curriculum at TOAN is designed to make the transition from primary to secondary education as trouble-free as possible. Coupled with high quality pastoral support, all new students can be assured that they will have the care and guidance required to make a successful start to their learning journey.

Prior to their arrival in Y7, the Progress Leader and Additional Needs Faculty representative will liaise with primary schools to gather information in order to fully meet the needs of the child. Where it is felt necessary, students can undertake additional visits to the Academy to meet key members of staff and become familiar with the school culture and ethos. This will enhance the package offered by the transition team at The Oldham Academy North.

Aspire students at Key Stage 3, will follow a unique curriculum that is specifically designed to accelerate their academic potential, whilst also bridging the gap between the primary and secondary learning experience. Lessons are mostly carried out by the same teacher, who also acts as the main point of contact for the curriculum and some elements of pastoral support.

Each year group has a Progress Leader. Consequently, they are always accessible to any concerns or issues that may arise during the school day.

At Key Stage Four, we believe it is vital that students receive the best possible guidance in choosing their next step following the completion of their GCSEs or vocational qualifications. Families will be fully supported through the process
and they will be encouraged to think about their future as early as possible during their time at the Academy. Students receive tailored, one-to-one advice on whether further education, apprenticeships or entering full-time employment is the best pathway for them. Students are also welcome to discuss their options at any time so that students leave us fully prepared for their adult lives.

The Additional Needs Faculty and Progress Leaders work in close partnership to ensure that any educational transition is as smooth as possible. Where possible, students are provided opportunities to explore their interests through vocational activities, work experience and FE visits.

What should I do if I disagree with what you’re doing or want to make a complaint?

In the first instance, all SEND enquiries and complaints should be made to the SENCO. If the concerns are not resolved, this should be communicated to the Head Teacher.

All complaints or queries can be made by arranging an appointment or via email/phone/letter.

Jade Tinsley – Tel: 0161 652 2413/ Jade.Tinsley@E-ACT.org.uk
Sophie Francis – Tel: 0161 652 2428/Sophie.Francis@E-ACT.org.uk
Who should I contact for more information?

**Director of Additional Needs**
Jade Tinsley
[Jade.Tinsley@E-ACT.org.uk](mailto:Jade.Tinsley@E-ACT.org.uk)

**Learning Leader for Additional Needs/Special Educational Needs Coordinator (SENCO)**
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[Sophie.Francis@E-ACT.org.uk](mailto:Sophie.Francis@E-ACT.org.uk)

**Deputy SENCO**
Jane Jenner
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**Additional Needs Administration Support**
Rachel Pedley
[Rachel.Pedley@E-ACT.org.uk](mailto:Rachel.Pedley@E-ACT.org.uk)
Head Teacher
Chris Davis
Chris.Davis@E-ACT.org.uk

Governance - SEND System Leader
Elizabeth Browne
Elizabeth.browne@E-ACT.org.uk
Where can I find out more about what support there is for children and young people with SEND in the local area?

https://www.oldham.gov.uk/info/200368/children_with_disabilities

For updates and alerts, when new services and resources are added to the Local Offer Directory, please add your child to the LA ‘Additional Needs’ register using the link below:

Add your child to our 'additional needs' register | Oldham Council
Click on the images below, to access links to additional support services available as part of Oldham’s Local Offer.

[Family Information Service]

Oldham Information and Advice Service

Oldham Parent Forum