



Orion Academy

SEND Policy

Written

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Date of Review

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SLT Lead

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Signed:

Head Teacher

Chair of RIB

1. Introduction

The Orion Academy is a Special School for students with Social, Emotional and Mental Health Needs (SEMH). Although our specialism is SEMH, our students may also have an additional special educational need including Autism Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), Conduct Disorder, Oppositional Defiant Disorder (ODD), Speech and Language Difficulties and Moderate Cognition and Learning Needs. The school is situated in Oxford and accepts students from across the county.

The Orion Academy facilitates the social and emotional needs and academic development of students through a personalised approach that ensures all students are supported, valued and challenged. We offer a tailored curriculum which is delivered by a specialised, dedicated and experienced staff team. This approach enables students at the Orion Academy to develop academically, socially, emotionally and behaviourally.

2. Admission Arrangements

As a publicly funded special academy within The Gallery Trust, our student admissions are agreed in partnership with the Local Authority through the Countywide Admissions Panel. We work with the Local Authority to ensure the school is the most appropriate provision for each student when a place is requested. All students who come to the Orion Academy must have a current Education, Health and Care Plan (EHCP) which states SEMH as part of their needs profile.

Once a place has been confirmed, we work closely with the student's current provision to ensure a smooth transition to the school takes place.

If a parent or carer wishes their child to attend The Orion Academy, in the first instance they should speak to the SENCO at their child's current setting. Parents and carers can also look at Oxfordshire County Council's Local Offer to explore options for their child. The Local Offer can be found here

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

3. Identification, Assessment and Review

All students at the Orion Academy have a current EHCP which states SEMH as part of their needs profile. Individual plans are used to identify strategies to support each student's progress towards their stated outcomes.

In deciding whether a student has an additional need that is not in their current EHCP, the SENCO considers information gathered from within the school about the student's progress and their possible barriers to learning. Where more specific assessment is deemed to be necessary, this will be carried out by the SENCO who may then involve other professionals from outside the school. The information gathering will include an early discussion with the student and their parents.

When a student is identified as needing additional support, the school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014).

The SENCO and the class teacher, together with specialists, involve the student and their parents or carers to consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support progress. Outcomes are agreed and progress reviewed regularly.

4. Categories of Special Educational Need

All our students at The Orion Academy have SEMH needs as stated in their EHCPs.

Social, Emotional and Mental Health (SEMH)

Students who have difficulties with SEMH may find it hard to:

- Make and maintain appropriate and healthy relationships,
- Regulate their emotions.

Sometimes these difficulties will present in:

- Withdrawn behaviour,
- Challenging, over active or disruptive behaviour,
- Being controlling.

These behaviours will be persistent and may indicate mental health issues such as anxiety or depression. It must also be recognised that behaviour is a child's first way of communicating, whether intentionally or not, that their needs are not currently being met.

Certain individuals and groups are more at risk of developing mental health problems than others. These risks can relate to the student themselves, their family, or to their community or life events. It is important to provide early intervention and support to prevent difficulties escalating.

Young people can develop social, emotional and mental health needs for many reasons. Sometimes these are related to:

- Other learning needs, either as part of a condition or disorder, such as:
 - Attention Deficit Hyperactive Disorder (ADHD) or Attention Deficit Disorder (ADD),
 - Attachment disorder,
 - Autism Spectrum Condition (ASC),
 - A pervasive developmental disorder that impacts upon their mental health and social and emotional wellbeing,
 - A medically unexplained condition, such as being reluctant to speak.
- A response to an unmet need; for example, a young person who has difficulty with communicating thoughts and ideas may find inappropriate ways to express themselves.
- Sensory difficulties; students will require reasonable adjustments to help them adapt to the learning environment.

- A response to factors outside of the learning environment, such as early life trauma.

As well as SEMH needs, many of our students have an additional special educational need from one of the following categories:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical

5. Provision and Monitoring

The Rapid Improvement Board (RIB) and staff of the Orion Academy recognise that all students have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create an enjoyable, educationally exciting and positive environment in which all students can develop their skills to become confident, independent individuals who are able to take advantage of the opportunities offered to them.

At the heart of the work in every class is a continuous cycle of assessing, planning and teaching which takes account of the wide range of abilities, aptitudes and interests of our students. All students benefit from a Termly Outcomes Plan (TOP) which is based on the longer-term outcomes in the EHCP. They also have access to small group and class teaching. The TOP is reviewed and discussed with parents and carers three times a year, and is a key piece of progress data for the Annual Review. In particular we aim to:

- Enable each student to experience success,
- Promote the development of self-confidence and self-esteem,
- Ensure that our curriculum is responsive to all students whatever their individual need,
- Promote positive attitudes,
- Identify, assess, record and regularly review students' special educational needs,
- Encourage parents and carers to be involved in planning and supporting at all stages of their child's development,
- Make effective use of available support services,
- Ensure that all staff are meeting their responsibilities within their identified roles.

Provision for learners is monitored by

- Observing teaching and learning through regular learning walks conducted by the Leadership Team,
- Formal lesson observations,
- Termly analysis of students' progress data,
- Regular review of the school's Raising Achievement Plan,
- Scrutiny of students' work,
- Quality assurance processes in relation to the Positive Handling Plans (PHPs), Risk Assessments, Annual Reviews and TOPs,
- Regular communication with parents to discuss progress towards outcomes.

The Special Educational Needs Co-ordinator (SENCO) is supported in this role by the school's Leadership Team.

The SENCO's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy,
- Coordinating provision for students,
- Ensuring the involvement of parents and carers in reviewing and planning for agreed outcomes,
- Liaising with staff to make appropriate provision by supporting planning, monitoring and reviewing,
- Liaising with educational psychologists, health and care professionals, and independent or voluntary bodies,
- Being a key point of contact with external agencies, especially the Local Authority and its support agencies,
- Managing teaching assistants who administer interventions,
- Supporting the professional development of teaching assistants.

Teachers' responsibilities:

Teachers work with children on a daily basis and closely monitor their learning, progress and achievement. They also monitor those students involved in interventions away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Teachers contribute to a student's TOP and are involved at the Annual Review of the EHCP by writing a report or by attending the meeting in person.

Trustees' responsibilities

The Trust Board has delegated responsibility for monitoring the Quality of Education to a committee that is named the Orion Raising Improvement Board (RIB). The RIB members, together with the headteacher, have a legal responsibility for overseeing all aspects of the school. They determine the school's general policy and approach to provide effectively for the particular needs of each student, establish the appropriate staffing levels to meet these needs and to use funding to provide appropriate teaching and support staff. Regular reporting to the Trust Board ensures that Trustees are well informed in order to make strategic decisions to enable rapid improvements.

An appointed representative from the Rapid Improvement Board is actively involved in self-review, with the headteacher and SENCO, of the provision for all students.

6. Resources

As a special school, the Orion Academy receives funding through the Local Authority formula for special school provision. The Orion Academy, as part of normal budget planning, has a strategic approach to using resources to support the progress of all students.

Teachers provide a differentiated curriculum for their students and any additional needs are provided for according to those listed in their EHCP. This may take the form of additional help from support staff, teacher time, materials or specific pieces of

equipment. The school is committed to providing appropriate equipment and equal access to high quality learning experiences which support the needs of each individual student.

7. The Annual Review Process

In addition to the termly reviews of the educational part of the EHCP (TOPs), each student will have an Annual Review of their EHCP. Parents will be given notification of the date and time of the Annual Review at least one month in advance. Follow up phone calls will be made to remind parents about the meeting where appropriate. Where a change of date is necessary and possible, this will be made.

The following information is gathered for the review:

- The current EHCP,
- A report from the teacher specifically relating to progress towards outcomes over the last 12 months,
- Any reports provided by additional professionals,
- A parent comment form, which is sent out with the invitation,
- A student comment form, with students supported as necessary by a member of staff,
- Attendance information
- TOPs

Attendance at the review

Parents, carers and all professionals currently involved with the student receive invitations to attend the review. These professionals may include the Local Authority SEND Officer, therapists, specialist teachers, headteacher or representative from the Virtual School for Looked After Children, social workers and early help practitioners. Parents are welcome to invite a member of the SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) to support them if they wish. If any professionals cannot attend, they will be asked to submit a written report in advance of the review. If a parent or carer cannot attend the given date, every attempt is made to agree a mutually convenient time and date as we value their input in this process.

The Annual Review Meeting

Students are invited to attend their Annual Review meeting to discuss and comment on their progress since the last review. The student is the centre of the review and therefore should be given the opportunity to contribute to the meeting alongside the adults in attendance. The agenda for the meeting follows guidance from the Local Authority. In particular, the meeting focuses on amendments to the student's plan so that it is up to date and relevant; reviewing and evaluating progress towards the student's individual outcomes and completing a Record of Annual Review (ROAR) form which records key information about the student for the last 12 months. All relevant paperwork will be completed and sent to the LA within 2 weeks of the Annual Review meeting.