



**Wykham Park Academy** Banbury  
**Futures Institute** Banbury  
**Dashwood** Banbury Academy  
**Harriers** Banbury Academy

# South Central District SEND POLICY

<b>Date of last review</b>	September 2019	<b>Review period</b>	1 year
<b>Date of next review</b>	September 2020	<b>Owner</b>	Aspirations South Central District
<b>Type of policy</b>	Statutory	<b>LAB or Board approval</b>	LAB

# **Aspirations South Central District**

## **Policy for Special Educational Needs and Disabilities**

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# **A Academy Arrangements**

## **A1 DEFINITION AND AIMS**

### **Definition**

A pupil or student has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a pupil or student has a significantly greater difficulty in learning than the majority of pupils and students of the same age in other academies, or a disability that makes it hard for them to access facilities within the academy. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils and students of the same age in other publicly-funded academies.

### **Aims**

We believe that each pupil and student has individual and unique needs. However, some pupils and students require more support than others. If these pupils and students are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils and students will have special educational needs at some time in their academy career. Many of these pupils and students may require help throughout their time in their academy, whilst others may need a little extra support for a short period to help overcome more temporary needs. We aim to provide all pupils and students with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to learning and a high quality educational experience. In particular, we aim:

- to enable every pupil and student to experience success
- to promote individual confidence and a positive attitude
- to ensure that all pupils and students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to give pupils and students with Special Educational Needs and Disabilities (SEND) equal opportunities to take part in all aspects of the academies' provision, as far as is appropriate
- to identify, assess, record, and regularly review pupils and students' progress and needs
- to involve parents/carers in planning and supporting at all stages of their child's development
- to work collaboratively with parents, other professionals and support services as needed
- to ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

The District has adopted the Oxfordshire Dyslexia Policy.

## **A2 ROLES AND RESPONSIBILITIES**

Provision for pupils and students with SEND is a matter for each academy as a whole. It is each teacher's responsibility to provide for pupils and students with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All teachers and learning support assistants are responsible for helping to meet an individual's special educational needs, and for following the academies' procedures for identifying, assessing and making provision to meet these needs.

The **Local Advisory Body (LAB)** in co-operation with the Principal, for each academy, has a legal responsibility for effectively implementing this policy and provision for pupils and students with special educational needs. The District Governing Body maintains a general overview and has appointed a representative (the SEND link Governor) who takes particular interest in this aspect of the District.

**The LAB** must ensure that:

- the necessary provision is made for any pupil and student with SEND
- all teaching staff are aware of the need to identify and provide for pupils and students with SEND
- pupils and students with SEND join in the academy activities alongside other pupils and students, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils and students
- they have regard to the requirements of the Special Education Needs and Disability Code of Practice (2014)
- parents are notified if the academy decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in academy self-review
- they set up appropriate staffing and funding arrangements, and oversee the academy's work for pupils and students with SEND.

Governors play a major part in academy self-review. In relation to SEND, members of the LAB will ensure that:

- they are involved in the development and monitoring of the academy's SEND policy, and that the academy as a whole will also be involved in its development
- SEND provision is an integral part of the Academy Development Plan
- the quality of SEND provision is regularly monitored.

The **Principals of each academy**, through the Assistant Principal (SENCo) in Wykham Park Academy and Futures Institute and SENCos at Dashwood Banbury Academy and Harriers Banbury Academy, have responsibility for:

- the management of all aspects of the academy's work, including provision for pupils and students with special educational needs and disabilities
- keeping the LAB informed about SEND issues principally through LAB meetings
- the deployment of all special educational needs personnel within their academy
- S/he also has overall responsibility for monitoring and reporting to the LAB about the implementation of the academies' SEND policy.

The Senior Assistant Principal (SENCo) at Wykham Park Academy and Futures Institute **and SENCos (Dashwood and Harriers)**, assisted by relevant personnel, are responsible for:

- overseeing the day to day operation of the academies' SEND policy
- co-ordinating the provision for pupils and students with special educational needs and disabilities
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other academy staff
- helping teaching staff to identify pupils and students with special educational needs and disabilities
- carrying out detailed assessments and observations of pupils and students with specific learning problems
- supporting subject teachers in devising strategies, drawing up Individual Pupil Profiles (IPPs), setting targets appropriate to the needs of the pupils and students, and advising on appropriate resources, materials and interventions for pupils and students with special educational needs and disabilities
- liaising closely with parents of pupils and students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the academies' SEND registers and SEND records
- assisting in the monitoring and evaluation of progress of pupils and students with SEND through the use of existing academy assessment information; eg class-based assessments/records, SATs, etc
- contributing to the in-service training of staff
- having overview of Learning Support Assistants, with class teachers, looking at their deployment and effectiveness in enhancing pupil and student progress
- liaising with the SENCos in other schools to help provide a smooth transition from one school/academy to the other.

**Teachers** are responsible for:

- providing an appropriately differentiated curriculum for all students including those with SEND. (They can draw on the SENCo for advice on assessment and strategies to support inclusion)
- deploying LSAs effectively, as an integral part of the T&L provision, in their classroom
- making themselves aware of the academies' SEND Policy and procedures for identification, monitoring and supporting pupils and students with SEND
- giving feedback to parents of pupils and students with SEND.

**Learning Support Assistants and HLLSA** work as part of a team supporting pupils' and students' individual needs in lessons and outside. They play an important role in implementing IPPs and monitoring progress. They contribute to review meetings and help pupils and students with SEND to gain access to a broad and balanced curriculum, as well as support learning across the academies.

LSA should:

- be fully aware of the academies' SEND policy and the procedures for identifying, assessing and making provision for pupils and students with SEND
- use the academies' procedures for giving feedback to teachers about pupils and students' responses to LSAs and strategies
- take direction from class teachers in support of pupil and student learning in lessons, and beyond.
- be responsible for a group of students as their Keyworker

### **A3 CO-ORDINATING AND MANAGING PROVISION**

In the District:

- Sharing of expertise is welcomed and encouraged through regular meetings with key staff and information exchange at Dashwood and Harriers
- The Senior Assistant Principal (SENCo), SENCos and other key staff meet on a regular basis with Learning Support Assistants to review pupil and student progress and share information
- The Senior Assistant Principal (SENCo) and SENCOs ensure that regular meetings are held, as appropriate, to review IPPs and provision, and that parents and relevant professionals are invited
- There is regular informal contact between all staff to monitor individual pupils and students and to discuss concerns
- Pupils and students are involved as far as practicable in discussions about their targets and provision
- The Senior Assistant Principal (SENCo) and SENCOs ensure that the following information is easily accessible to staff:
  - the academies' SEND policy
  - the SEND register
  - an overview of SEND provision
  - the academy's internal arrangements for SEND, including a clear description of the responsibilities of all staff
  - SEND files giving the names of all pupils and students on the SEND register, and copies of the pupils and students' IPPs, moderation descriptors and other relevant information.

### **A4 ADMISSION ARRANGEMENTS**

The District academies strive to be fully inclusive. All pupils and students are welcome, including those with SEND, in accordance with the Admissions Policies. If a parent wishes to have mainstream provision for a child with an Education, Health and Care Plan, the Local Authority must provide a place unless this is incompatible with the efficient education

of other pupils and students, and there are no reasonable steps that can be taken to prevent the incompatibility.

## **A5 SPECIALISMS AND SPECIAL FACILITIES**

In the South Central region:

- Most teaching staff are experienced teachers who are able to teach pupils and students with SEND. Additional training for teachers and LSAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil or student
- Differentiated resources are used to ensure access to the curriculum
- All teaching staff are kept well informed about the strategies needed to manage pupils and students' needs effectively, and we try to ensure that other pupils and students understand and respond with sensitivity
- We aim to encourage as much independence as possible within a safe and caring environment
- We have access to the expertise of wider education services and other agencies if required
- Our academies are fully DDA compliant.

## **B Identification and Assessment and Provision**

### **B1 ALLOCATION OF RESOURCES**

The governors of the academies regularly monitor the needs of pupils and students with SEND. Resources are allocated according to need. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting EHCP

### **B2 IDENTIFICATION, ASSESSMENT AND REVIEW**

The SEN Code of Practice (2014) outlines a graduated response to pupils and students' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the academies' usual differentiated curriculum and strategies.

The academies maintain information about the identification, assessment and provision for each pupil and student. A register is kept of pupils and students with SEND and circulated to all teaching staff. Where concern is expressed that a pupil or student may have SEND, the class teacher and support staff take early action to assess and address the difficulties. The Oxfordshire SEND Handbook offers guidance on provision.

### **Categories of Special Educational Need**

The SEND Code of Practice recognises four broad areas of need: Communication and interaction, Cognition and learning, Social, emotional and health needs, and Sensory and/or physical. Oxfordshire subdivides these into further categories of need:

<b>Code of Practice needs</b>	<b>Categories</b>
Communication and interaction needs	Speech, Language and Communication Needs (SLCN) Autistic spectrum condition (ASC) Anxiety Attention Deficit Disorder (ADD/ ADHD)
Cognition and learning needs	Learning needs( LD) Specific learning difficulties (SpLD) e.g. Dyslexia
Social, emotional and health needs	Autism (ASC) Anxiety Depression ADD/ADHD Attachment concerns Unexplained medical conditions e.g. eating disorder
Sensory and/or physical needs	Hearing Visual Physical

### **Pupils and students with Education Health and Care Plans**

Parents are encouraged to attend reviews and to play a full part throughout the process.

#### **Statement**

From September 2014 no new statements will be issued. For those with the most complex needs there will be a single 0 – 25 Education Health and Care Plan. EHCPs place much more emphasis on personal goals and will clearly describe the support a child will receive across different services including school to achieve these ambitions.

#### **Annual Reviews**

For pupils and students with an EHCP, an Annual Review Meeting has to be held in addition to the regular reviews. At this meeting, consideration is given to whether the EHCP should continue, and whether provision/strategies should be maintained or amended. It should set new objectives/goals for the following year. Annual Reviews are normally held during the academy day. All relevant professionals, including those who contributed to the original statement, are invited to attend or submit a written report.

### **B3 CURRICULUM ACCESS AND INCLUSION**

Pupils and students are grouped in classes according to age and/or ability or subject choice. As there is a wide range of ability in each class, all teaching staff provide a differentiated curriculum suitable for all pupils and students, to ensure access at all levels.

Any pupils and students with particular needs are included as fully as possible into the normal learning environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil or student, to work individually with a



LSA or other staff member in order to acquire, reinforce or extend skills more effectively. For some pupils or students, withdrawal sessions may be used to improve motor skills or application or to give support in a particular area e.g. spelling, basic numeracy. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

### **New To English**

English as an Additional Language is not deemed to be a special need. NTE pupils and students will receive interventions by an appropriate member of staff and assigned Learning Support Assistants who support their integration into academy and speed up their acquisition of English. New TO English students are identified as being in the country less than 2years.

Occasionally, pupils and students may have SEND and be EAL. Provision for pupils and students with SEND is intended to enable them to make the greatest possible progress in the context of the academy's programmes of learning and in their personal development.

## **B4 EVALUATING SUCCESS**

The success of the academy's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Assistant Principal (SENCo) subject and key stage co-ordinators, through pupil progress meetings, assessment data collection analyses, exam analyses, lesson observations, and so on
- value-added data for pupils and students on the SEND register
- regular monitoring of procedures and practice by the SEND governor
- progress against the Academy Development Plans
- evaluation visits, including OFSTED inspections
- frequent meetings of parents and staff, both formal and informal, to plan IPPs and targets, revise provision and celebrate success.

## **B5 ARRANGEMENTS FOR COMPLAINTS**

Should pupils and students or parents/carers be unhappy with any aspect of provision they should follow the District complaints procedure, which aims to resolve issues at an informal level, if possible.

## **C Partnership Within and Beyond the Academies**

### **C1 PARTNERSHIP WITH PARENTS**

All staff in the District will continue to forge home/academy links and encourage parents to be partners in the education process. Parents are involved from the outset and are encouraged to discuss any concerns with teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at their academy. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held according to the academies' calendars, but parents are welcome to arrange meetings at other times to discuss any aspect of their child's progress with the teacher or Assistant Principal (SENCo). We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEND information and leaflets/audio guides are available in a number of community languages through the academy or Oxfordshire Parent Partnership Service (OPPS).

SENDIAS provides a range of support for parents of pupils and students with SEND, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of pupils and students with SEND at any age or stage. Parent Partnership also gives information about mediation services. OPPS arranges meetings and produces leaflets and Audio guides about many aspects of SEND. They can be contacted on 01865 810541.

## **C2 THE VOICE OF THE CHILD**

All pupils and students should be involved in making decisions where possible right from the start of their education. The ways in which pupils and students are encouraged to participate should reflect the pupil and student's evolving maturity. Participation in education is a process that will necessitate all pupils and students being given the opportunity to make choices and to understand that their views matter. Confident pupils and students, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils and students during the academy years.

In the District academies, we encourage pupils and students to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to teachers and LSAs and about their learning
- class and individual reward systems
- annual My Voice Survey
- Aspiration leaders and academy councils

## **C3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

The District has access to a wide range of education, health and social services professionals available in the region. This includes outreach teachers from Language Resource Bases, the Service for Autism, Service for Pupils and pupils and students with Physical Disabilities, Sensory Support Service, Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. It also includes the Educational Psychologist. We are committed to using the expertise and advice provided by other professionals. As a District we can purchase advice as and when we need it, and we are in control of the quality of this provision.

## **C4 LOCAL OFFER**

As a school within Oxfordshire the Local Offer will

- Provide one place to go for all the information needed
- Help users to easily navigate their way through very complex information from a range of sources
- Help users quickly and easily find what they need
- Signpost to support and services
- Provide clear, relevant, transparent and current information in a way that can be understood, accessed by all and trusted

For all information follow

<https://www.oxfordshire.gov.uk/cms/content/sen-and-disabilities-send-reforms-and-changes>

## **C5 LINKS WITH OTHER ACADEMIES AND TRANSFER ARRANGEMENTS**

### **Transfer and links with other academies**

- SEND action records are transferred following agreed procedures
- Primary pupils with SEND are able to make advance visits, if required, to Wykham Park Academy so that they will become more confident in their new situation at age 11 transition. These visits are also in place for students transitioning to Futures Institute Banbury in Year 10.
- Representatives from the academies are available for consultation before the time for transfer
- For pupils with an EHCP, the student's EHCP is amended by 15 February of the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 5, (or Year 9 for Futures Institute), the parents' views and preferences and the response to consultation by the Local Authority with the academies concerned
- The SENCo, where possible, attends the final annual review of Year 6 pupils and students with EHCP when Wykham Park Academy or Futures Institute have been named
- Representatives from Wykham Park Academy or Futures Institute visit primary academies to meet parents and pupils and students before transfer.

## **C6 STAFF DEVELOPMENT AND APPRAISAL**

- The District is committed to enhance expertise in the area of SEND
- There is regular and on-going training for teachers and LSAs
- The Senior Assistant Principal (SENCo) chairs the partnership SENCo support group meetings
- Whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the academies
- Newly appointed teaching and support staff meet the Senior Assistant Principal (SENCo) to discuss SEND procedures in the academies
- Staff with the national SENCo qualification and with specialist Dyslexia training are directly employed.

<b>Service/Agency</b>	<b>Contact Name</b>	<b>Telephone</b>
Wykham Park Academy – SENCo	Justine Williams	01295 251451 ext 137
Wykham Park Academy – Principal	Sylvia Thomas	01295 251451 ext 125
Wykham Park Academy – LAB SEN governor	Phil Blunden	01295 251451
Dashwood Banbury Academy – SENCo	Emma Chew	01295 263240
Dashwood Banbury Academy – Principal	Amy Rogers	01295 263240
Dashwood Banbury Academy – LAB SEN governor	Helen Camilleri	01295 263240
Harriers Banbury Academy – SENCo	Laura East	01295 263067
Harriers Banbury Academy – Principal	Joanna Agate	01295 263067
Harriers Banbury Academy – LAB SEN governor	Anna Brodie	01295 263067
Futures Institute Banbury – SENCo	Justine Williams	01295 251451 ext 137
Futures Institute Banbury – Principal	Sylvia Thomas	01295 251451 ext 125
Futures Banbury – LAB SEN Governor	Phil Blunden	01295 251451