

SEN Information Report: North Oxfordshire Academy 2016/17

These pages set out information about our provision for children and young people with special educational needs (SEN). They are updated annually.

About our school

North Oxfordshire Academy provides for children and young people with a wide range of special educational needs including those with:

- Communication and interaction needs;
this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs;
this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs;
this includes children who have visual or hearing needs, or a physical disability that affects their learning

We are a mainstream school with an inclusion support base providing structured interventions for students over a 12 week period.

Our special educational needs co-ordinator (SENCo) is: Rebecca Jones

She can be contacted on: 01295234254

Our governor with responsibility for SEN is: Debbie Coleman

Our SEN policy can be found on the school website.

Our Equality Scheme and Accessibility Plan can be found on the school website.

How do we identify and give extra help to children and young people with SEN?

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this.



Click here to read it:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationSecondarySchoolsGuidance.pdf>

How do we work with parents and children/young people?

We will always contact parents if we have a concern that a child or young person may have a special educational need.

We work closely with children and young people with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this by reviewing student's progress three times per year with your allocated head of centre. In addition to this we offer three parent's evenings/afternoons to meet directly with subject teachers.

There are also opportunities for parents and children to contribute to our policies on SEN and Equality. We do this during the review slots and via the feedback you give us during catch up phone calls.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEN. Details are published on the school website. The way we adapt this for children with SEN and disabled children is set out in the School Accessibility Plan.

We have a foundation pathway in years 7, 8 and 9 which allows students extra time for tuition in Maths and English.

We use intervention programmes including:

New Reading and Thinking

Word Wasp

Toe by Toe

Stareway to spelling

The Power of 2

Speed Up

Number Shark

Word Spark

We offer opportunities on specialist courses for young people who need support with their social, emotional and mental health. This can be in small groups or via 1:1 support. The interventions used most often are 'Talk about' and 'The Social and Life Skills Menu'.



Alternative Provision in Key Stage 3

We offer alternative provision for students that are in Key Stage 3 and undertake either all of the majority of their lessons within The Link, on a reduced timetable. It has been designed to enable these students to remain within a mainstream educational setting; as opposed to becoming a potential permanent exclusion. Those students who have had extended absence due to illness or other attendance related issues, may also be educated with this provision for a short period of time, prior to reintegration back into a mainstream setting. This is a very small provision and most of those accessing it have an Education, Health and Care Plan.

What expertise can we offer?

Our SENCo holds a PGCE in Special Educational Needs alongside the National Award for Special Education Needs Coordination at Masters level.

All staff have basic awareness level training in working with students with Special Needs.

We have staff who have received enhanced training in Child Protection.

There are also members of staff who have trained at a specialist level in working with children with Speech, Language and Communication needs.

Teaching assistants are trained to support the particular needs of the children they work with and we have two HLTA working within the team.

We also have access to a range of specialist support services including

Educational Psychology

SENSS, who support children with communication and language, sensory needs and physical needs

Behaviour Support

Child and Adolescent Mental Health Services (CAMHS)

Oxfordshire School Inclusion Team

Therapy services

Early Intervention

Children's Social Care

Play Therapy

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>

We always discuss the involvement of specialist SEN services with parents first.

We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEN provision is effective?

The progress of all children/young people is tracked throughout the school through data analysis at all levels.

In addition for children/young people with SEN we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

When we run special intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEN is contained in the governors' annual SEN report.

How are children and young people with SEN helped to access activities outside of the classroom?

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf

What do we do to support the wellbeing of children/young people with SEN?

All children have the opportunity to share their views through their school council representatives and during pupil voice sessions.

We listen to the views of children/young people with SEN by asking for their opinions during reviews, at the start and end of interventions and through questionnaires.

We take bullying very seriously. We help to prevent bullying of children/young people with SEN by taking a restorative approach to conflicts and ensuring we act upon reports swiftly, taking time to listen to all those involved.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children/young people with SEN we arrange additional transition sessions and allocate a key worker.



We begin to prepare young people for transition into the next stage of their education or training by arranging visits to college, taster days and the opportunity to choose their options to try at the end of year 8.

Who to contact

If you are concerned about your child please contact their tutor in the first instance.

If you'd like to feedback, including compliments and complaints about SEN provision please email Rebecca Jones, Assistant Principal (Inclusion)

rebecca.jones@northoxfordshire-academy.org

We aim to respond to any complaints within 10 days.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact

<https://www.oxfordshire.gov.uk/cms/content/contact-parent-partnership>

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>. Our

school has contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems