

SEND Information Report - 2022

This resource is aimed to provide a comprehension overview of SEND systems and culture at NOA

Please note this report should be read in conjunction with the School's SEND, Equal Opportunities, Accessibility and Medical policy.

Key Contacts

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Local Offer: [Oxford County Council Local Offer](#) / [Special educational needs and disability: The local offer | Oxfordshire County Council](#)

What are the main additional needs at (School)?

Students with SEND on register:

Known SEN: 202 (19.8) (National average = 12.2%)

EHCP:20 (plus 3 pending assessment)

Male: 144

Female: 58

Categories of SEND and % of school cohort with need:

Autistic Spectrum Disorder (ASD): 16 STUDENTS 1.5%

Speech, Language and Communication: 34 STUDENTS 3.3%

MLD/SpLD (Cognition and Learning): 45 STUDENTS 4.4%

Physical & Sensory: 7 STUDENTS 0.09%

Social Emotional and Mental Health: 51 STUDENTS 5%

How are SEND students and disabled students admitted to NOA?

-Our September open evenings are parents and students first opportunity to see NOA and discuss provision for students with SEND. This is an opportunity to meet the SENCO and discuss need.

- If your child has an EHCP we will consult on whether we are able to meet need as stated in the EHCP.

- If your child has SEND, we would admit and hold transition meetings with the primary setting to ensure need is met.

-We are open to make adjustments on the physical building to support the admission of disabled students on a case to case basis. We have a lift and ramp access but strive to make the physical environment accessible to all.

How are additional needs identified at NOA?

-Transition meetings and transfer of documents from primary schools ensure that if your child has been diagnosed with a special educational need, then we will have that information prior to their arrival in year 7.

-At times, we may need professionals from external agencies to help with a referral, particularly if we feel it appropriate to apply for an Education, Health and Care Plan. These are done in an individual basis but may include CAMHS, Educational Psychologist or a Speech and Language therapist.

-If teachers have concern that a student may have a special educational need, and need something more than quality first classroom teaching, then they can make a referral to the SENCO via an online form. The SENCO or a member of the inclusion department will assess the child in a variety of lessons to decipher if there is a need and therefore needing to be placed on the SEN register.



- We will also look at internal assessments and review if any child has dropped significantly in the rankings or is performing below age-related expectations.
- A special educational need is if a child needs something different to other students. Academic progress below peers does not necessarily mean a child will be placed on the SEN register, especially if they are making progress towards target with quality first teaching.
- We take a holistic approach to the SEN register. That means that school refusal, behaviour incident, social interactions, or poor attendance can all warrant investigation into whether the child has a special education need.
- To support your child in the classroom, we run professional development for staff throughout the academic year focussing on an element of best practice. Every student on the SEN register has a Learning Coach and will act as a spokesperson for your child and can liaise with the classroom teacher to ensure your child's needs are met in the classroom.

What provision can NOA offer to students with SEND?

- The first wave provision we offer a student with SEN is quality first classroom teaching. It is our view that students learn best from subject experts and trained teachers.
- The second wave of intervention we offer, for students who need something more than just quality first teaching, is a Learning Coach and a differentiated curriculum. This means your child will be placed in a smaller class and have a Learning Coach in the lessons which cause them the most difficulty. They will also be placed on a differentiated English and Maths intervention called Direct Instruction – an evidence-based intervention designed to accelerate learning.
- At the third wave of provision we offer bespoke intervention for students. Depending on student need this may include Emotional Literacy, spelling, typing, or handwriting, reading, mathematics, social interaction.
- On a personalised basis we also offer reasonable adjustments to the learning day, school environment or equipment, curriculum, or behaviour policy for students with SEN.

How are students with SEND assessed, with regards to their provision and how is further provision determined?

- We adhere to the graduated response for students with SEND, following the Assess-Plan-Do-Review model. This means we have a baseline assessment to decipher need, we then plan to meet need and implement the strategy, before reviewing whether the intervention has worked for a particular child.
- Within school there are various review points. For most subjects, academic reviews occur three times a year for us to review whether the Wave One interventions work. For Wave Two this would be at the end of a school term and third wave intervention would be on an individual basis depending on the intervention.
- For students on the SEND register, our review process may involve stakeholders other than the SENCO or classroom teachers. For example, our attendance officer, and Communication & Interaction therapist or an Educational Psychologist. These specialists may also be drawn on for advice or further assessment.

What training do staff undertake at NOA to support students with SEND?



- Every teacher is a teacher of SEND and every student has a right to an inclusive classroom. Classroom teachers are delivered Continual Professional Development to ensure that every child receives quality first teaching, differentiated to need, every lesson.
- Our team of Learning Coaches are highly skilled and have a close working relationship with teachers in order to support the inclusive classroom.
- We invite external agencies, to deliver high quality training programmes to staff, to improve best practice. For example, this year we have strengthened links with the Communication & Interaction team at Oxford County, and they will deliver a bespoke training session to staff on Active Listening to help support all students, but especially those with ASD or communication and interaction difficulties.

How are students with additional needs encouraged to take part in the wider school offer and learning opportunities?

- At NOA, we have a comprehensive extra-curricular programme offering a range of options from Animal Care to Lego. All students, including those with additional needs, are asked to join at least one club. This is an opportunity for students who sometimes find academic study difficult, to excel in a different area, or for students to learn social skills.
- At NOA many staff in the Inclusion team run a club, including Debate, Animal Care and Gardening, students with Additional Needs often sign up – with Animal Care being a particular favourite.
- At NOA we are willing to support students on an individual basis in including them in further learning opportunities whether additional adult support, transition planning etc.

What Social, Emotional and Mental Health provision is there at NOA?

- For our students with Social, Emotional and Mental Health issues, training is provided to staff to ensure they can recognise and report signs of SEMH in young people.
- When a student is identified as needing support for SEMH we would liaise with the pastoral and welfare team, in the first instance, to reach out to the child and understand the issues and support needed.
- Students on the SEND register for SEMH are also entitled to a Learning Coach, who would offer mentoring sessions and intervention.
- For students with severe SEMH issues, we would seek to offer external support. This may be from CAMHS, an Educational Psychologist or School nurse, for example. We would draw on advice for specific students and act on the recommendations in the report.

How are students and families included in the decision making?

- At the heart of any decision made at NOA is the young person. This means that we would seek to work in collaboration with the young person's family to ensure we offer holistic support.
- Within NOA communication occurs in a number of ways, depending on the family and young person's needs. This includes phone calls, in person meetings, email.
- The student's Learning Coach is also a key point of information and communication for families. They will keep in contact to ensure the family are aware of success and also any sanctions given with the reasons and consequence.



- The family would be included in a round-table discussion before any alternative or different provision is offered for a child. The family's wishes will always be taken into account with the provision offered.

How are transition periods managed at NOA

- An extended transition in year 6 is usually offered for students with additional needs, this is in addition to the Standard 'New to NOA' days for year 6. These extra days give students chance to get to know the Inclusion department and become familiar with some of their teachers and the environment.
 - If your child is anxious about school, we can also provide school tours.
 - When your child leaves us at the end of year 11 or 13, we also have a transition programme to ensure your child is ready for their next stage.
 - If your child is remaining at NOA for sixth form, a transition meeting is held between lower school and sixth form. Students still have access to the support of the inclusion department.
 - For students that wish to move on from NOA we offer taster days at Banbury College and also ensure a meeting with our career's advisor in the first term of year 11. If your child has an EHCP, this will be done before their annual review in year 11.
- Popular next destinations are Banbury and Bicester College and Oxford College (links below)

[Banbury and Bicester College \(activatelearning.ac.uk\)](http://activatelearning.ac.uk)

[Oxford Learning College | Accredited Diplomas | Distance Learning \(oxfordcollege.ac\)](http://oxfordcollege.ac)

How is the provision and support of students with SEND evaluated at NOA?

- Whilst at NOA we consistently try to improve and narrow the achievement gap we also strive to ensure that education is a positive experience for all. This means that provision and support is evaluated in a number of ways. This includes:
- GCSE, A level and internal assessment analysis.
 - In class behaviour data.
 - Attendance data.
- We will always monitor this data prior to any intervention or strategy that has been put in place to support a student, this will allow us to also assess at the end of the review cycle to see if there has been a positive change.
- We are also open to feedback from students and parents and wish to engage with both in order to review and reflect on the provision we offer for our student with SEND.

