

<b>Policy Title:</b>	<b>Special Educational Needs and Disabilities</b>
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1.3		
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## THE OXFORD ACADEMY

The Oxford Academy is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of Academy life.

We aim to build a community clearly based on a Christian ethos, recognising the integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution and protect the vulnerable. We are committed to justice and compassion. Mutual respect and trust are central within the Academy.

Our vision for The Oxford Academy is based on the following beliefs:

- Education matters in society: the provision of a well ordered, stimulating learning environment is a common right for all our children
- The Academy should articulate social and moral values and respect for others, irrespective of their class, gender, race or religion
- The Academy will promote the highest achievement in youngsters, irrespective of their abilities or self-expectations. Competition and collaboration are both equally important to learning. The aspirations of all our students will be nurtured
- The Academy will celebrate students' achievements and challenge fixed notions of ability. We will value and reward young people's verbal, practical, academic, sporting, artistic and leadership skills
- An effective and flourishing Academy should be "public" rather than "private", explaining to parents what is being taught and how the curriculum is being interpreted. It should be open to praise and constructive feedback in a genuine spirit of partnership
- An effective Academy should work closely with neighbouring schools to improve opportunities for children and young people
- The work of the Academy will be underpinned at all times by its ultimate aim – to improve standards, achievement and the life chances of young people. The Oxford Academy is, first and foremost, a place of high quality learning and teaching for young people aged 11-19

This policy, and its associated procedures and protocols, is based on these key principles.

# Special Educational Needs and Disabilities

## Academy Arrangements

### 1. Definition and Aims

#### 1.1 Definition

A student has special educational needs and/or disabilities (SEND) if he or she has a learning difficulty that calls for special educational provision to be made for them. This may mean that a student has a significantly greater difficulty with learning than the majority of students of the same age in Oxfordshire schools, 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 different from that which is made generally for students of the same age in other schools maintained by the LEA (*Education Act 1996*).

Throughout this policy, the term “parents” refers to all those with parental responsibility for a student of the Academy.

#### 1.2 Aims

At the Oxford Academy, we believe that each student has individual and unique needs. However, some students require more support than others. If these students are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of students will have special educational needs and/or disabilities at some time in their school career. Many of these students may require help throughout their time in the Academy, whilst others may need a little extra support for a short period to help overcome more temporary needs.

We will ensure, as far as is reasonably practical, that students with special educational needs and/or disabilities are included fully in the Academy community and that arrangements to meet their needs are integrated into mainstream provision.

The Oxford Academy aims to provide all students with strategies for dealing with their needs in a supportive environment, and to give them access to the National Curriculum. In particular, we aim:

- to enable every student to experience success
- to promote individual confidence, self esteem and a positive attitude

- to ensure that all students, whatever their special educational needs and/or disabilities, 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 students with SEND equal opportunities to take part in all aspects of the Academy's provision, as far as is appropriate
- to identify, assess, record, and regularly review students' progress and needs
- to involve students and parents in planning and supporting students' development at all stages
- to work collaboratively with students, parents, other professionals and support services including the Educational Psychology Service
- to ensure that the responsibility held by all staff and governors for SEND is implemented and maintained

## **2. Roles and Responsibilities**

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

### **2.2 The Governing Board**

The Governing Board, in co-operation with the Principal, has a legal responsibility for determining the policy and provision for students with special educational needs and/or disabilities - it maintains a general overview and has appointed a representative, the SEND governor (see appendix), who takes particular interest in this aspect of the Academy.

Governors must ensure that:

- the necessary provision is made for any student with SEND
- all staff are aware of the need to identify and provide for students with SEND
- where a student has been identified to have SEND, those needs are made known to all who are likely to teach the student

- students with SEND join in Academy activities alongside other students, so far as is reasonably practical and compatible with their needs and the efficient education of other students and does not compromise the health and safety of themselves or others
- they report to parents on the implementation of the Academy's SEND policy through the Academy prospectus
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2001)
- parents are notified if the Academy decides to make or change 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 establish appropriate staffing and funding arrangements and oversee the Academy's work for students with SEND
- they consult with other agencies to the extent that this is necessary for co-ordinating provision for students with SEND
- the Academy fully complies with the requirements of the Disability Discrimination Act

Governors play a major part in Academy self-review. In relation to SEND, members of the Governing Board 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 Improvement Plan
- the quality of SEND provision is regularly monitored

### 2.3 **The Principal**

The Principal has responsibility for the following, some of which has been delegated to the Vice Principal (Learners):

- the management of provision for students with SEND
- keeping the Governing Board informed about SEND issues

- working closely with the Head of Inclusion
- monitoring and reporting to the governors about the implementation of the Academy's SEND policy and the effects of inclusion policies on the Academy as a whole

At The Oxford Academy the responsibility for specific strands of monitoring quality are delegated to named members of the Senior Leadership Team.

#### 2.4 **The Head of Inclusion (HoI)**

The Head of Inclusion is responsible for:

- overseeing the day to day operation of the Academy's SEND policy
- maintaining an overview of the deployment of all learning support personnel within the Academy
- co-ordinating the provision for students with special educational needs and or disabilities
- liaising with and advising other Academy staff
- helping staff to identify and support students with SEND
- arranging detailed assessments and observations of students with SEND
- supporting teaching staff in devising strategies, drawing up Extended Individual Education Plans (EIEPs), setting targets appropriate to the needs of the students, advising on appropriate resources and materials for use with students with SEND and advising on the effective use of materials and personnel in the classroom
- liaising closely with parents of 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, teachers, parents and students
- maintaining the Academy's SEN register and SEN records, with the assistance of the SEN Administrator
- carrying out reviews for students with a statement of SEND
- co-ordinating reviews for SEND students at action and action plus levels

- assisting in the monitoring and evaluation of progress of students with SEND through the use of existing Academy assessment information, eg class-based assessments/records, end of year tests, Key Stage 2 SATs and through the use of SEND assessment tools e.g. Lucid, NFER reading age tests etc
- contributing to the in-service training of staff
- liaising with the Special Educational Needs Co-ordinators (SENCOs) in feeder and transfer schools to help provide a smooth transition from one school to the other
- taking part in County SEND conferences, training and opportunities

## 2.5 Heads of School

Heads of School:

- liaise with the Head of Inclusion during regular student support meetings to assess the progress of students on the SEN register across all subjects; where necessary students' IEP/EIEP targets and provisions are amended to reflect changing needs
- liaise with the Head of Alternative Provision in maintaining the EIEPs of students at SA+ where the primary need is Behaviour, Emotional or Social Difficulty (BESD)
- support the Head of Inclusion in helping ensure that provisions are in place for students on the SEN register
- endeavour to attend review meetings for students on the SEN register

It remains the role of the Head of Inclusion to maintain the EIEPs of students at SA+ on the SEN register.

## 2.6 Heads of Curriculum

It is the role of the Heads of Curriculum to ensure that Wave 1 and Wave 2 interventions for students on the SEN register are effective and comprehensive within their subject areas. Part of their scrutiny and focus in lesson observations/"drop-ins" is to evaluate the effectiveness of differentiation for all students and the creation of resources that are appropriate for those who have barriers to learning.

The Heads of Curriculum:

- liaise with the Head of Inclusion where there are pronounced individual needs that need to be met
- liaise with the Head of Inclusion in order to ensure that LSAs are deployed effectively

- liaise with the Heads of School in terms of providing effective provision for those on the SEN register

## 2.7 Teaching Staff

Teachers are responsible for:

- including students with SEND in the classroom and for providing an appropriately differentiated curriculum; they can draw on the Head of Inclusion for advice on assessment and strategies to support inclusion and plan for individual needs
- familiarising themselves with the Academy's SEND Policy and procedures for identification, monitoring and supporting students with SEND
- making themselves aware of students on the SEN Register and the needs of those students
- familiarising themselves with the Inclusion Register
- contributing to the strategies included in the Inclusion Register
- giving feedback to parents of students with SEND, or referring parents to the relevant member of the Inclusion Team, including contributing to reviews through the completion of questionnaires
- making use of information in the Inclusion Handbook to inform their teaching

## 2.8 Learning Managers, Learning Support Assistants and Wave 3 Interventionists

Learning Managers, Learning Support Assistants and Wave 3 Interventionists work with the teachers, supporting students' individual needs, to ensure the inclusion of students with SEND within the class. They play an important role in implementing EIEPs and monitoring progress. They may contribute to review meetings and help students with SEND to gain access to a broad and balanced curriculum.

Learning Support Assistants (LSAs) should:

- be fully aware of the Academy's SEND policy and the procedures for identifying, assessing and making provision for students with SEND
- work closely with teachers and the Hol to plan effective support
- use the Academy's procedures for giving feedback to teachers about students' responses to tasks and strategies

### **3. Co-ordinating and Managing Provision**

At The Oxford Academy:

- sharing of expertise is welcomed and encouraged
- SEND is embedded within the Academy Improvement Plan
- SEND is a regular item on staff meeting agendas
- the Head of Inclusion meets formally with the Learning Support Assistants on a regular basis
- the Head of Inclusion ensures that meetings are held at least twice a year to review EIEPs and provision, and that parents are invited
- students participate in their assessment planning and review arrangements and are involved in discussions about their targets and provision
- the Head of Inclusion ensures that the following is easily accessible to staff:
  - the Academy's SEND policy
  - the SEN register
  - an overview of SEND provision
  - the Academy's internal arrangements for SEND, including a clear description of the responsibilities of all staff
- the Inclusion Handbook is issued to all teaching and support staff

### **4. Admission Arrangements**

4.1 The Oxford Academy is a fully inclusive school. All students are welcome, including those with SEND, in accordance with the Academy's Admissions Policy. If a parent wishes to have mainstream provision for a child with a statement, the LA must provide a place unless this is incompatible with the efficient education of other students and there are no reasonable steps that can be taken to prevent the incompatibility.

4.2 Where the LA proposes to name the Academy in a statement of SEND made in accordance with section 324 of the Education Act 1996, the Academy must consent to being named, except where admitting the student would be incompatible with the provision of efficient education for other students and where no reasonable steps may be made to secure compatibility. In deciding whether a student's inclusion would be incompatible with the efficient education of other students, the Academy shall have regard to the relevant guidance issued by the Secretary of State to maintained schools.

- 4.3 In the event of any disagreement between the Academy and the LA over the proposed naming of the Academy in a statement, the Academy may ask the Secretary of State to determine whether the Academy should be named. The Secretary of State's determination shall, subject only to any right of appeal which any parent of the student may have to the Special Educational Needs and Disability Tribunal (SENDIST), be final.
- 4.4 If a parent of a student in respect of whom a statement is maintained by the LA appeals to SENDIST either against the naming of the Academy in the student's SEND statement or asking the Tribunal to name the Academy, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State under paragraph 7 above, be substituted for the Secretary of State's decision.
- 4.5 Where the Academy has consented to be named in a student's statement of SEND, or the Secretary of State or SENDIST has determined that it should be named, the Academy must admit the student notwithstanding any provision of Annex 3 of the Academy's Funding Agreement.

## **5. Specialisms and Special Facilities**

At The Oxford Academy:

- all teaching staff should aim to become confident teachers who are able to teach students with SEND. Additional training for teachers and Learning Support Assistants is made available when necessary and appropriate, including training to meet the specific needs of an individual student
- differentiated resources are used to ensure access to the curriculum; resources are developed and made accessible within Curriculum Areas and in the two inclusion centres, Learning Support Centre and Behaviour Support Base
- all staff are kept informed about the strategies needed to manage students' needs effectively, and ensure that other students understand and respond with sensitivity
- the Inclusion Team aim to encourage as much independence as possible within a safe and caring environment
- the support and advice of LA services and other agencies are utilised as required
- the Academy has been adapted to provide some access for wheelchairs and has toilet and washing areas for students, parents, staff and visitors with physical disabilities. Provision will be further improved when the Academy moves into the new building in January 2011

## **Identification, Assessment and Provision**

### **6. Allocation of Resources**

- 6.1 The Academy receives funding for students with SEND in four main ways:
- the base budget which covers teaching and curriculum expenses as well as the relevant proportion of the cost of the Head of Inclusion
  - the delegated SEND budget (the SEND Index) that funds the additional support required
  - funds that are specifically delegated to support statemented students
  - other specific funds
- 6.2 The Head of Inclusion regularly monitors the needs of students with SEND and resources are allocated accordingly. The resources available include ancillary help, teacher time and training materials and these are dependent on the Academy's SEND budget. The Academy has a continuing commitment to ensure that the appropriate resources are purchased for students with SEND.
- 6.3 The Oxford Academy refers to LA guidance, as given in the Oxford Inclusion Handbook 2009, and the needs of all SEND students are met appropriately. Details of how resources are allocated are included in the Academy Prospectus

### **7. Identification, Assessment and Review**

- 7.1 The Code of Practice (2001) outlines a graduated response to 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 Academy's usual differentiated curriculum and strategies.

The Code recognises three broad levels of provision within the continuum: School Action, School Action Plus and Statement.

- 7.2 The Academy uses School Information Management Service (SIMS) to maintain information about the identification, assessment and provision for each student.
- 7.3 A register is kept of students with SEN and made available to all staff. Where concern is expressed that a student may have SEND, the teacher and support staff take early action to assess and address the difficulties. The Oxfordshire Moderation Handbook descriptors are used to decide whether the level of provision should be at School Action or School Action Plus. The Oxfordshire Inclusion Handbook offers further guidance on provision.

7.4 Whilst students' needs are likely to have been identified and assessed at primary school, The Oxford Academy carries out additional baseline assessment of all incoming Year 7 students in reading, quantitative and cognitive skills. In addition, ongoing tracking and monitoring of all students might lead to further assessments.

**7.5 Categories of Special Educational Need and/or Disabilities**

The SEN Code of Practice recognises four broad areas of need: Communication and Interaction; Cognition and Learning; Behaviour, Emotional and Social Development; and Sensory and/or Physical. Oxfordshire subdivides these into eight categories of need (as set out in the Moderation Handbook):

<b>Code of Practice needs</b>	<b>Categories</b>
Communication and Interaction	Language (SLCN) Autistic spectrum disorder (ASD)
Cognition and Learning	Moderate Learning Difficulties(MLD) Specific Learning Difficulties e.g. Dyslexia (SPLD)
Behaviour, Emotional and Social Development	Behaviour, Emotional & Social Difficulties (BESD)
Sensory and/or Physical	Hearing Impairment (HI) Visual Impairment (VI) Physical Disability (PD)

**7.6 Levels of Provision**

**7.6.1 School Action**

If a student requires additional and different support and meets the moderation criteria then support at School Action should be put in place. This may include support from the Inclusion Team or be within curriculum areas. An IEP is written by the tutor with support available from the Head of Inclusion and reviewed at least twice a year. Parents are invited to reviews and are encouraged to play a full part in the process.

**7.6.2 School Action Plus**

If a student has not made sufficient progress and meets the moderation criteria, the level of support may be increased to School Action Plus. At School Action Plus, outside agencies are often involved. This can be the Academy's Educational Psychologist, but may be one of a range of other LA or Health Services professionals. They may undertake more specialised assessment and/or observe the student. Parental permission is always sought for a formal referral to any external service. An EIEP will be written and regularly reviewed with the parents.

The Head of Inclusion takes lead responsibility for producing the SEN register and writing EIEPs together with relevant Academy staff and any outside agencies involved.

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

### **7.6.3 Statement**

Only a small proportion of students require a Statement of SEND. These students are likely to have severe or complex needs that require more specialist advice and support.

### **7.7 Review**

Reviews of SEND students are normally carried out at least twice a year. Students are fully involved. Parents are invited but, if they cannot attend, they may arrange to meet members of the Inclusion Team at a different time. Heads of School, Tutors and Learning Mentors are also invited to the meeting. Teachers and Learning Support Assistants are asked to provide written progress reports prior to the meeting. Copies of the review form are sent to parents who are unable to attend, copied to tutors and Heads of School and linked to the students' profile on SIMS. Parents of students with statements are provided with copies of EIEPs.

### **7.8 Annual Review**

For students with statements, an Annual Review meeting is held in addition to the regular reviews. At this meeting, consideration is given to whether the statement should continue and whether provision/strategies should be maintained or amended. New long-term objectives for the following year are agreed. The student, parents, all relevant professionals, Heads of School and tutors are invited to attend or submit a written report.

### **7.9 Types of Provision**

Provision is tailored to meet individual needs, according to the level at which students are placed on the Academy's SEN register, and within the constraints of the funding available. Provision may include one or more of the following:

- additional teacher attention
- in-class Learning Support Assistant support, individual or shared
- withdrawal interventions, individual or group
- differentiated resources

- support with differentiation
- additional support in breaks and/or lunchtimes
- smaller teaching groups
- Wave 3 support in the Learning Support Centre and/or Behaviour Support Base
- sessions with the Academy Counsellor, Connexions Advisor or other specialist members of staff
- access arrangements for external examinations, involving more detailed literacy assessment
- specialist intervention from external agencies
- specialist off-site provision
- appropriate personalised alternative curriculum options, awards and qualifications
- the use of the CAF/TAC support system

## **8. Curriculum Access and Inclusion**

- 8.1 Students are grouped in classes according to age and/or ability. As there may, on occasions, be a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the students, to ensure access at all levels.
- 8.2 Any student with particular needs is included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a student sensitively, to work individually with a Learning Support Assistant or other specialist teacher in order to acquire, reinforce or extend skills more effectively. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.
- 8.3 Provision for students with SEND is intended to enable them to make accelerated progress in the context of the National Curriculum and in their personal development.
- 8.4 The Academy has a dedicated inclusion unit, Behaviour Support Base, for those students who have experienced long term difficulties with behaviour within mainstream lessons. Students may regularly spend varying proportions of their timetable within the unit. Students on managed transfers from other secondary schools may be reintegrated into this unit before moving into mainstream lessons.

- 8.5 The pastoral arrangements at the Academy include a tutorial system designed to enable tutors to identify and address students' learning difficulties and to establish and maintain strong home-Academy links. The Student Counsellor also provides significant short term and long term support to students at the Academy.

## 9. Evaluating Success

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

- monitoring of classroom practice by the Senior Leadership Team, Curriculum Leaders and Head of Inclusion
- work scrutiny
- analysis of student tracking data and test results:
  - for individual students
  - for groups
  - for cohorts
- value-added data for students on the SEN register
- analysis and comparison of predicted and actual attainment
- monitoring of procedures and practice by the SEND Governor
- whole Academy self-evaluation
- an annual SEND review, which evaluates the success of our policy and sets new targets for development
- the Academy Improvement Plan, which is used for monitoring provision in the Academy
- visits through OFSTED inspection arrangements
- frequent meetings of parents and staff, both formal and informal, to review progress and targets, revise provision and celebrate success
- student review meetings with Head of Inclusion and other staff
- maintenance of student SEND records

## **10. Arrangements for Complaints**

- 10.1 Should students or parents be unhappy with any aspect of SEND provision at the Academy they should first discuss the problem with the Head of Inclusion. For a problem that might need time to explore fully, parents should make an appointment.
- 10.2 Should this be inappropriate or the student or parent does not feel that the issue has been resolved they should refer to the Academy's Complaints Policy for guidance as to their next course of action.
- 10.3 In the event of a formal complaint parents are advised to contact the Principal or a governor, if they prefer. The Oxfordshire Parent Partnership Service (OPPS) is available to offer advice.

## **Partnership Within and Beyond the Academy**

### **11. Partnership with Parents**

- 11.1 The staff at The Oxford Academy will continue to forge home/Academy links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with tutors as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress and with writing EIEPs.
- 11.2 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 behaviour at school. 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.
- 11.3 Parent consultation meetings are held once a year, but parents are welcome to visit the Academy or arrange meetings at other times to discuss any aspect of their child's progress with the tutor or Head of Inclusion. Interpreting arrangements can be made through Language Line for parents with a first language other than English. SEND information and leaflets/audio guides can be made available in a number of community languages by applying directly to the Oxfordshire Parent Partnership Service.
- 11.4 Oxfordshire Parent Partnership Service provides a range of support for parents of students with SEND, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of students with SEND at any age or stage. Parent Partnership also gives information about mediation services and arranges meetings and produces leaflets and Audio guides about many aspects of SEND. Some of their leaflets are available from the Academy. Please see Appendix for contact details.

## **12. The Student Voice**

- 12.1 All students should be involved in making decisions where possible right from the start of their education. The ways in which students are encouraged to participate should reflect the student's evolving maturity. Participation in education is a process that will necessitate all students being given the opportunity to make choices and to understand that their views matter. Confident students, who know that their opinions will be valued and who can practice making choices, will be more secure and effective students throughout their academy years and on into adult life.
- 12.2 At The Oxford Academy, we encourage students to participate in their learning by:
- participating in all assessment planning and review arrangements
  - expressing their opinion and being party to information with regard to their SEND provision
  - talking to support staff and teachers about their learning
  - close liaison with tutors
  - representation through the Student Council
  - regular consultation through student questionnaires and meetings with senior leadership

## **13. Links with other Agencies, Organisations and Support Services**

- 13.1 The Academy has access to a wide range of education, health and social services professionals available in Oxfordshire. This includes outreach teachers from Language Resource Bases, the Service for Autism, Service for Students with Physical Disabilities, Sensory Support Service, Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. It also includes the Educational Psychology Service and the LA Advisory team. We are committed to using the expertise and advice provided by other professionals.
- 13.2 Please see the Appendix for the contact details of the services we currently use. Other health, social services, and voluntary organisations can be contacted as required.

## **14. Links with other schools and transfer arrangements**

The Head of Inclusion maintains close links with the SENCOs of our main feeder primary schools throughout the year to ensure consistency of support for students and families.

The Head of Inclusion meets with SENCOs of the feeder primary schools to discuss the individual needs of all Year 6 students on the SEN Register that are transferring to the Academy. The Head of Inclusion will also attend reviews and/or meet with parents as appropriate or as requested. For students with a statement of SEND, the statement will be reviewed and amended by 15 February of the year of transfer. If the Academy is to be the school of choice of the parents it is encouraged that the Head of Inclusion be invited to the review with the parents to ensure that appropriate support is available when the student transfers. Where possible, the Head of Inclusion attends the final primary school review of Year 6 students with statements for whom The Oxford Academy has been named in addition to the final reviews of some students on School Action Plus that have been identified by the Primary SENCO.

Opportunities are made available for vulnerable students to have additional visits to the Academy before they transfer in September in addition to specific transition programmes that may be set up for identified groups of students.

SEN action records are transferred following our local partnership procedures.

Students with special educational needs and/or disabilities that transfer into the Academy at other times follow the standard Admission Procedure but the Head of Inclusion is also present at the meetings to ensure appropriate support is put in place.

By the end of Year 9 Transition Forms are completed for students with high levels of SEND. These are completed at review meetings with the student, parent and Connexions. These are to ensure that the right support will be in place for students when they move on at age 16.

Please see the Academy's Induction Arrangements – Students policy for more detailed guidance.

## **15. Staff Development and Appraisal**

The Academy is committed to developing its expertise in the provision for SEND students by:

- the Head of Inclusion leading the Academy in this ongoing development
- running regular training sessions for Learning Support Assistants

- the Head of Inclusion liaising closely with SENCOs from other local schools, both secondary and feeder primaries
- the Head of Inclusion attends the partnership SENCO support group regular meetings
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the Academy
- reading and discussion of documentation to raise awareness of SEND issues. The Head of Inclusion/teacher meetings are considered to be part of staff development, as well as a time to share information. The Head of Inclusion operates an open door approach to staff support for SEND
- the Head of Inclusion and other staff attend County meetings and INSET and conferences as appropriate
- newly appointed teaching and support staff meet the Head of Inclusion to discuss SEND procedures in the Academy. All new staff are given The Oxford Academy Inclusion Handbook and are expected to familiarise themselves with the content

## **16. Examinations**

- 16.1 Some examination candidates may be entitled to certain access arrangements to support them whilst taking examinations. The students are identified for assessment via the SEN register, by referrals from staff or due to low literacy or English scores.
- 16.2 Access arrangements include access to a reader, extra time, a scribe, dictionary (EAL), transcript or use of a word processor as appropriate. A teacher holding a Joint Council for Qualification approved qualification tests students before they take their first GCSE module to ensure that arrangements are in place for their first exam. The permission lasts for 26 months. Parents are informed by letter and staff are informed through the Inclusion Register and via email.

## **17. Monitoring, Evaluation and Review**

The Governing Board will review this policy at least every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

## Appendix 1: Contact Details

### Academy Special Educational Needs Contacts

<b>Title</b>	<b>Name</b>	<b>Contact Details</b>
SEND Governor	<b>Val Smith</b>	01865 595790
Vice Principal (Learners)	<b>Chris Davies</b>	01865 774311
Inclusion Team: Head of Inclusion	<b>Annie Little</b>	01865 774311
SEN Administrator	<b>Rachel Lloyd</b>	01865 774311
Student Counsellor	<b>Margaret White</b>	01865 774311
School Health Nurse	<b>Cerian Townsend</b>	01865 774311

### External Special Educational Needs Contacts

<b>Agency</b>	<b>Telephone no.</b>
Oxfordshire Parent Partnership Service (OPPS)	01865 810516
Educational Psychology Service	01865 323381
Speech & Language Therapist	01865 264960
Visual Impairment Service	01865 456711
Hearing Impairment Service	01865 815966
Autism Support Service	01865 456704
Advisory Service for the Education of Travellers (ASET)	01865 428044
Attendance and Education Officer	01865 323444
Children with Disabilities (Access Team)	0845 050 7666
Oxford Dyslexia Trust	01865 428263
Parent Talk	01865 875482
Camhs	0845 2191400
PCamhs	01865 265065
Education Officer	01865 815790
Health & Social Care	0845 050 7666
Youth Offending Service (YOS)	01865 202218