

Policy Title:	Arrangements for students with SEN and disabilities
Policy Reference:	
Function:	
Status:	Statutory
Audience:	Governors, Principal, Teachers, Support Staff, Local Authority
Ownership / Implementation	The Principal and the Governing Body have overall responsibility for ensuring that this policy is implemented.
Version:	V1.0
Issued for:	Approval
Date for Review:	2010

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, sex, 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 to be, 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.

THE OXFORD ACADEMY

Arrangements for students with SEN and disabilities

Duty to have regard to the Code of Practice and other guidance

1. The Academy shall have regard to the Special Educational Needs Code of Practice (2001) and any guidance issued by the Secretary of State relating to sections 316 and 316A of the Education Act 1996. Any changes to be made to the provisions set out in this document must be approved in advance by the Secretary of State.

Duties in relation to students with SEN

2. The governors of the Academy shall designate a person, who may be the Principal, the Chair of Governors or another governor as appropriate, who shall be the responsible person for the purposes of the following duties in relation to students with SEN.
3. The governors of the Academy shall:
 - use their best endeavours, in exercising their functions in relation to the Academy, to secure that, if any registered pupil has special educational needs, the special educational provision which the pupil's learning difficulty calls for, is made;
 - secure that, where the responsible person has been informed by the local authority that a registered pupil has special educational needs, those needs are made known to all who are likely to teach the pupil;
 - secure that the teachers in the Academy are aware of the importance of identifying, and providing for, those registered students who have special educational needs, and;
 - consult the local authority and the governing bodies of other schools in the area, to the extent that this is necessary for co-ordinating provision for students with SEN.
4. Where a child who has special educational needs is being educated in the Academy, those concerned with making special educational provision for the child shall secure, so far as is reasonably practicable, and is compatible with:
 - (a) the child receiving the special educational provision which his learning difficulty calls for,
 - (b) the provision of efficient education for the students with whom he/she will be educated,
 - (c) the efficient use of resources,that the child engages in the activities of the Academy together with students who do not have SEN.
5. The Academy prospectus shall include details of the governing body's policy for students with SEN and, in particular, shall include the information specified in

Schedule 1 to the Education (Special Educational Needs) (Information) Regulations 1999 as amended or re-enacted from time to time. It shall also include details of the arrangements for the admission of disabled students; the steps taken to prevent disabled students from being treated less favourably than other students; and the facilities provided to assist access to the Academy by disabled students (disabled students meaning students who are disabled for the purposes of the Disability Discrimination Act 1995).

Admissions

6. The Academy shall ensure that students with SEN are admitted on an equal basis with others in accordance with its admissions policy.
7. Where a local authority proposes to name the Academy in a statement of SEN made in accordance with section 324 of the Education Act 1996, the Academy shall consent to being named, except where admitting the child 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 child'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.
8. In the event of any disagreement between the Academy and the local authority 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 or guardian of the child may have to the Special Educational Needs and Disability Tribunal (SENDIST), be final.
9. If a parent or guardian of a child in respect of whom a statement is maintained by the local authority appeals to SENDIST either against the naming of the Academy in the child's SEN 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.
10. Where the Academy has consented to be named in a child's statement of SEN, or the Secretary of State or SENDIST has determined that it should be named, the Academy shall admit the child notwithstanding any provision of Annex 2 of this agreement.

Monitoring, Evaluation and Review

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