



Harriers Banbury Academy

SEND Policy

Date of last review	September 2023	Review period	1 year
Date of next review	September 2024	Owner	Principal
Type of policy	Statutory	Approval	Regional Board

Policy for Special Educational Needs and Disabilities

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A Academy Arrangements

A1 DEFINITION AND AIMS

Definition

A pupil 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 has a significantly greater difficulty in learning than the majority of pupils 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 of the same age in other publicly-funded academies.

Aims

We believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their Harriers career. Many of these pupils may require help throughout their time Harriers Banbury 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 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 to experience success
- to promote individual confidence and a positive attitude
- to ensure that all pupils, 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 with Special Educational Needs and Disabilities (SEND) equal opportunities to take part in all aspects of the provision at Harriers Banbury Academy, as far as is appropriate
- to identify, assess, record, and regularly review pupils' 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.

Harriers Banbury Academy has adopted the [Oxfordshire Literacy Difficulties Policy](#).

A2 ROLES AND RESPONSIBILITIES

It is each teacher's responsibility to provide for pupils 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 academy's procedures for identifying, assessing and making provision to meet these needs.

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

The Regional Board must ensure that:

- the necessary provision is made for any pupil with SEND
- all teaching staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in the academy activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- 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 with SEND.

Governors play a major part in academy self-review. In relation to SEND, they 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 Principal, through the SENDCo at Harriers Banbury Academy, has responsibility for:

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

The SENDCo at Harriers Banbury Academy, assisted by relevant personnel, are responsible for:

- overseeing the day to day operation of the academy's SEND policy
- co-ordinating the provision for pupils 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 with special educational needs and disabilities

- carrying out detailed assessments and observations of pupils with specific learning problems
- supporting subject teachers in devising strategies, drawing up Individual Pupil Profiles (SEND profiles), setting targets appropriate to the needs of the pupils, and advising on appropriate resources, materials and interventions for pupils with special educational needs and disabilities
- liaising closely with parents of pupils 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 academy's SEND registers and SEND records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing academy assessment information; eg class-based assessments/records, SATs, etc
- contributing to the training of staff
- having overview of Teaching Assistants, with class teachers, looking at their deployment and effectiveness in enhancing pupil progress
- liaising with the SENDCos 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 pupils including those with SEND. (They can draw on the SENDCo for advice on assessment and strategies to support inclusion)
- deploying TAs effectively, as an integral part of the T&L provision, in their classroom
- making themselves aware of the academy's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents of pupils with SEND.

Teaching Assistants and HLTAs work as part of a team supporting pupils' 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 with SEND to gain access to a broad and balanced curriculum, as well as support learning across the academies.

TAs should:

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

A3 CO-ORDINATING AND MANAGING PROVISION

In the Region:

- Sharing of expertise is welcomed and encouraged through regular meetings with key staff and information exchange between local Trust Primary Academies.
- The SENDCo and other key staff meet on a regular basis with Teaching Assistants to review pupil progress and share information
- The SENDCO ensures that regular meetings are held, as appropriate, to review SEND Profiles and provision, and that parents and relevant professionals are invited
- There is regular informal contact between all staff to monitor individual pupils and to discuss concerns
- Pupils are involved as far as practicable in discussions about their targets and provision
- The SENDCO ensures that the following information is easily accessible to staff:
 - the academy's 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 on the SEND register, and copies of the pupils' SEND profiles, moderation descriptors and other relevant information.

A4 ADMISSION ARRANGEMENTS

Harriers Banbury Academy strives to be fully inclusive. All pupils are welcome, including those with SEND, in accordance with the Admissions Policy. 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 there are no reasonable steps that can be taken to prevent the incompatibility.

A5 SPECIALISMS AND SPECIAL FACILITIES

At Harriers Banbury Academy

- Most teaching staff are experienced teachers who are able to teach pupils with SEND. Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil
- Differentiated resources are used to ensure access to the curriculum
- All teaching staff are kept well informed about the strategies needed to manage pupils needs effectively, and we aim to ensure that other pupils 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

B Identification and Assessment and Provision

B1 ALLOCATION OF RESOURCES

The Regional Board regularly monitor the needs of pupils 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 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 academy maintains information about the identification, assessment and provision for each pupil. A register is kept of pupils with SEND and circulated to all teaching staff. Where concern is expressed that a pupil 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:

Code of Practice needs	Categories
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

Pupils with Education Health and Care Plans

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

Annual Reviews

For pupils 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 EHCP, are invited to attend or submit a written report, alongside parents.

B3 CURRICULUM ACCESS AND INCLUSION

Pupils are grouped in classes according to age. As there is a wide range of ability in each class, all teaching staff provide a curriculum suitable for all pupils with scaffolding to ensure access at all levels.

Any pupils 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, to work individually with a TA or other staff member in order to acquire, reinforce or extend skills more effectively. For some pupils, 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 will receive interventions by an appropriate member of staff who support their integration into the academy and speed up their acquisition of English. New To English pupils are identified as being in the country less than 2 years.

Occasionally, pupils may have SEND and be NTE. Provision for pupils 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 SENDCo, subject and key stage co-ordinators, through pupil progress meetings, assessment data collection analyses, lesson observations, and so on
- progress data for pupils on the SEND register
- progress against the Academy Development Plans
- evaluation visits, including OFSTED inspections

- frequent meetings of parents and staff, both formal and informal, to plan SEND profiles and targets, revise provision and celebrate success.

B5 ARRANGEMENTS FOR COMPLAINTS

Should parents/carers be unhappy with any aspect of provision they should follow the Academy's complaints procedure, which aims to resolve issues at an informal level, if possible.

C Partnership Within and Beyond the Academy

C1 PARTNERSHIP WITH PARENTS

All staff at Harriers Banbury 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 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 academy's calendar, but parents are welcome to arrange meetings at other times to discuss any aspect of their child's progress with the teacher or SENDCo. 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 SENDIAS

[SENDIAS](#) provides a range of support for parents of pupils with SEND, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of pupils 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 810516.

C2 THE VOICE OF THE CHILD

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

At Harriers Banbury Academy, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to teachers and TAs and about their learning

- class and individual reward systems
- annual My Voice Survey
- Aspiration leaders and academy council

C3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

Harriers Banbury Academy 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 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.

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/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

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 Secondary Schools so that they will become more confident in their new situation at age 11 transition.
- For pupils with an EHCP, the 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, the parents' views and preferences and the response to consultation by the Local Authority with the academies concerned
- The Secondary school SENDCo, where possible, attends the final annual review of Year 6 pupils with EHCP.
- Representatives from Secondary schools visit Harriers Banbury Academy to meet parents and pupils before transfer.

C6 STAFF DEVELOPMENT AND APPRAISAL

- Harriers Banbury Academy is committed to enhance expertise in the area of SEND
- There is regular and on-going training for teachers and TAs

- Whole staff training sessions are arranged as appropriate, in response to particular needs within the academy.
- Newly appointed teaching and support staff meet the SENDCo to discuss SEND procedures at Harriers Banbury Academy

Service/Agency	Contact Name	Telephone
Harriers Banbury Academy – SENCo	Joannie Jones	01295 263067
Harriers Banbury Academy – Principal	Steph Coley	01295 263067
Harriers Banbury Academy – Regional Board SEN governor	Mandy Lancy	01295 263067