At Harriers Banbury Academy we strive to support all children to enable them to achieve at school.

In order to do this, many steps are taken to support children through their learning journey.

Interventions provide opportunities to give additional support and help children to achieve goals and be successful at school.

Our Special Needs and/or Disabilities Coordinator (SENDCo) is Mrs Samantha Atherton

1	What is 'Special Educational Needs'?	A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person is considered to have a learning difficulty or disability if they: • 'have a significantly greater difficulty in learning than the majority of others of the same age; or • have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age'. (Code of Practice 2014)
2	Who is responsible for SEND in the school?	The day to day management of SEND is the responsibility of the SENDCo: Mrs Samantha Atherton Harriers Banbury Academy Harriers View Bloxham Road Banbury Oxon OX16 9JW Tel: 01295 263067 The school's SEND policy can be found on the policies' page of the school website. Policies
3	Who can I contact for further information or if I have a concern regarding SEN	In the first instance, parents/carers are encouraged to talk to their child's class teacher. For students with SEND, further information and support can be obtained from the SENDCo, Mrs Samantha Atherton.
4	How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	The progress of all pupils is monitored every term by class/subject teachers and the senior leadership team, so that when a pupil is not making expected progress in a particular area of learning the school can quickly identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned. The insight of parents and children are a necessary part of the assessment and planning process. If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns, who will then liaise with our Special Educational Needs and/or Disabilities Coordinator (SENDCo) as appropriate.

5	What happens if my child is not making the same progress as other children?	If the school has concerns that a child is finding certain aspects of learning hard, then we will bring together all the information needed to get a more detailed picture of the child's needs. The school uses Oxfordshire County Council's 'Guidance for Special Educational Needs (SEN) Support' handbook (2019) as a way of identifying if there is a SEND and what levels of support should be expected. It is intended to help all schools have the same approach, wherever they are in Oxfordshire, and covers the following areas of SEND: • Communication and Interaction needs • Cognition and Learning difficulties • Social, Emotional and Mental health • Sensory and/or physical needs For pupils that need SEND provision, the school operates a graduated response to their needs. This acknowledges that some children will benefit from specific support from school or external agencies and as such will be categorised as requiring SEND support. They will be placed on the school's SEND register which is monitored centrally by the local authority.

6	How will the curriculum be matched to my child's needs?	This will vary depending on the child's needs but can include: • Quality First Teaching. • Differentiation which is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary. • Use of individual, pair and small group activities to teach specific skills • Access to suitable individual or small group intervention programmes • Models, images and multisensory resources to promote understanding. • Learning will be scaffolded • Any adaptions needed to the physical environment to help with access to learning.
7	What is an 'Education, Health and Care Plan'?	Statements of Special Educational Needs have been replaced with a single 'Education, Health and Care Plan' (EHC) for children and young people with the most complex needs. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

8	What specific resources does this school offer?	A range of support is available throughout the school: **Cognition and learning:** Literacy - Daily reading interventions - Lexia - Personalised learning therapies - Direct Phonics (group) - Precision teaching (individual word reading) - Differentiated phonic and spelling in targeted groups - Paired reading - Reading buddies - Toe by Toe – structured multi-sensory reading intervention Maths - Personalised learning therapies - Maths teaching is based on the highly visual Mastery approach using concrete objects then pictorial representations before abstract methods - Daily maths interventions **Social, emotional and mental health:** - Individual Behaviour Plan - Pastoral Support Plan - Talk about group - Risk Assessments - Planning for transition times

		- Individual visual timetable - Nurture groups - ELSA - Recognising emotions - Self-regulation - Growth Mindset - Mindfulness **Communication and interaction:** - Spirals programme (using language skills to teach social skills, group) - Language for thinking - Talk about group - Individual social stories - Talk Boost – a structured programme to boost a children's communication - The Incredible 5 point scale **Sensory and/or physical** - Occupational Therapy - Disabled toilet and changing facility - Alternatives to traditional written formats considered, i.e. use of laptops, IPads - Safe spaces within school - Zen den

9	What specialist expertise does the school have access to?	There are members of staff within the school with specific expertise in SEND as well the ability to call on external experts: **Internally:** - Special Educational Needs Co-ordinator (SENDCo) who is part of the Leadership Team and reports to the Governors - Teachers who are regularly trained and briefed by the SENDCo to ensure their practice is up to date and differentiated outcomes for all learners are secure - Speech & Language interventions - Trained teaching assistants that can deliver specific, targeted interventions - SEND teaching assistant - We also have a Home School Link Worker to support families. **Externally:** -Educational Psychologist (This is a traded service and the school can buy into it, if required). - Special Needs Advisory teacher (SNAST) (This is a traded service). - Specialist Advisory Teacher. Communication and Interaction - Specialist Advisory Teacher. Hearing Impairment - Specialist Advisory Teacher. Visual Impairment - Speech and Language Therapist NHS - Special Educational Needs Support Service (SENSS): Physical Disability Team/Visual Impairment Team/Hearing Impairment Team/ Communication and Interaction Service - The Integrated Therapies Team (Physiotherapy, Occupational Therapy, Speech and Language Therapy) - Behaviour Support - MHST - School Health Nurse - Getting Help consultation line - Getting Help (formerly known as PCAMHS) - Getting More Help (formerly known as CAMHS) - We work with Social Care and Parent Partnership and the HUB. - All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service. Both school and parents/carers can access a wider array of services by searching through the local authority's Local Offer (via Oxfordshire County Council Website).

10	What training have the staff supporting children and young people with SEND had or are having?	We regularly invest time and money on internal training for our staff to improve provision and to develop enhanced skills and knowledge. We actively encourage and support staff to attend external training. Our Special Educational Needs Co-ordinator (SENDCo) is a qualified and experienced teacher. We also have a SEND Assistant who is experienced across the school and supports the learning opportunities offered. All our teachers hold qualified teacher status and all staff members, including TAs and HLTAs, receive regular training to best support our pupils with SEND, for example in Autism and Speech and Language needs.

11	How is a pupil with SEND monitored to ensure they are making progress?	All pupils on the SEND register will have an Individual Pupil Profile that clearly states analysis of needs, strengths and strategies to support the pupil. This will include interventions needed to work towards achieving anticipated personal outcomes. These pupil profiles and targets are reviewed and updated three times a year and the rates of progress made will inform what the next steps will be in their learning. In addition, some pupils will also have an Individual Behaviour Plan that clearly identifies behaviour expectations. The school also monitors the quality of individual and group interventions by scrutinising practice through lesson observations and provision management of intervention plans. All interventions include a 'baseline' that sets a baseline and informs what is taught. A 'final task' is completed at the end of each intervention to measure progress and impact. We monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENDCo on the progress of pupils with SEND.
12	How will I know how my child is doing and how will you help me to support my child's learning?	Annual Reports and Parent Evenings give all parents and carers regular feedback on their child's up to date academic levels, individual reading, writing and maths targets and any behavioural, emotional or social difficulties. Individual targets for pupils with SEND are shared with parents. Where appropriate, parents/carers, may be contacted mid-term to discuss the support that the school are providing and how they can help their child at home: this may be a phone call or a meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting.
13	What support will there be for my child's overall wellbeing?	The well-being of all of our pupils is our primary concern at Harriers Banbury Academy. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and RSE are integral to our curriculum. Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need.

		Our Behaviour Policy includes guidance on expectations, rewards and consequences and is fully understood and in place by all staff. We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence. Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place. Pupils' views are sought through school council, pupil voice surveys and other forums.
14	How will my child/young person be included in activities outside the classroom including school trips?	Our SEND Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.
15	How accessible is the school environment?	We have an Accessibility Plan (see Policies) in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010. We monitor the languages spoken by families in our settings and make use of translation sites via our website and endeavour to arrange for a translator to attend meetings when necessary.
16	How will the school prepare and support my child to join the school, transfer to a new school, or the next stage of education and life?	We have an Induction programme in place for welcoming new learners to our setting. We have very good relationships with the settings that most of our pupils move onto; we share information to support pupils' learning and wellbeing at transition. Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils.
17	How is the decision made about what type and how much support my child/young person will receive?	Quality First Inclusive Practice is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENDCo/SLT oversees all additional support and regularly shares updates with the SEND Governor.
18	How are parents involved in the school? How can I be involved?	We work in partnership with parents to support each child's well-being, learning needs, progress and aspirations. We operate an open-door policy to allow parents to contact their child's class teacher with ease. Parents are invited to become involved in school-life through a number of means e.g. the PTA, parent forums, hearing children read and on-going invitations to school events throughout the year. We host regular parent focus groups to model our approaches to learning in various subjects, giving parents the confidence to support their child's learning at home.

If you require any further information or have any queries, please do not hesitate to contact Samantha Atherton, Special Educational Needs Coordinator, Harriers Banbury Academy.

September 2026