

SEND Information Report 2023/24

School Information:

Address:	Oxford Spires Academy, Glanville Road, Oxford OX4 2AU
Contact Number:	01865 428200
Website:	www.oxfordspiresacademy.org
Ofsted Grading:	Good (November 2017)
Number of students on the SEN register:	242 (November 2023)

Contact Details:

SENCO:	Mrs Charlotte Coley	ccoley@spires.anthemtrust.uk
Headteacher:	Mrs Louise Cowley	principal@spires.anthemtrust.uk

Introduction:

Oxford Spires Academy is a comprehensive mainstream school catering for students aged 11-19. We believe every child of every background in every classroom in every subject at Oxford Spires deserves a world class education. Oxford Spires is an inclusive school where truly ALL students succeed and thrive in all aspects of their lives. It is our moral and ethical obligation. Our students may have special educational needs (SEN) which have been identified before joining Oxford Spires, while others may be identified while attending Oxford Spires.

This SEND Information Report outlines the key information with regards to SEN at Oxford Spires Academy, and how we support our students with SEND to succeed and thrive.

Key Information:

What is SEN defined as?	The Code of Practice (2014) defines SEN as: “A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: a) Have a significantly greater difficulty in learning than the majority of others the same age; or b) 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 in mainstream schools or mainstream post-16 institutions.”
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	<p>For these students we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.</p> <p>Students may have learning needs in areas of Cognition and Learning, Communication and Interaction, Sensory and/or Physical and Social, Emotional and Mental Health.</p>
<p>How do we identify and assess students with SEN?</p>	<p>Oxford Spires Academy takes a whole school approach to identifying and assessing students with SEN; it is everyone’s responsibility.</p> <p>When students first start at Oxford Spires academy, information is gathered from multiple sources. This includes, but is not limited to, parents, primary school teachers, external agencies and specialist teachers (Speech and Language Team, Communication and Interaction Team, Physical Disability Team etc.), KS2 data, Cognitive Ability Tests, NGRT and STAR Tests.</p> <p>If a staff member has a concern about a student, they can refer this to the Student Panel Team (made up of Mrs Coley (SENCO), Mrs Forder (Inclusion Lead), Mr Khan (Attendance and Transition Lead), Miss Baker (DSL) and Mr Boyd (Behaviour Support Manager)). This team meets weekly to discuss referrals and inputs appropriate provision/testing or assessment.</p> <p>We also have two staff members who are qualified to complete diagnostic testing. This provides information to enable support to be put in place or exam access arrangements to be implemented.</p>
<p>What is our approach to teaching students with SEN?</p>	<p>At Oxford Spires Academy we understand that high quality teaching is the best way to support our SEN students. We offer our students a broad and balanced curriculum and promote an inclusive learning environment. The curriculum is differentiated in its delivery in order to achieve this. Each student has a 'Pupil Profile' which provides detailed information of a student's barriers to learning and personalised strategies which state how they can best be supported in the classroom environment.</p>
<p>How do we adapt our curriculum for students with SEN?</p>	<p>We aim to offer all of our SEN students a broad and balanced curriculum. We do this in our classrooms by: Providing an inclusive learning environment that maintains high expectations for all; having understanding and knowledge of our learners’ needs; ensuring students receive high quality teaching in all their lessons and teaching our pupils with SEND alongside their mainstream peers.</p> <p>For a small number of students, it may be decided that it would support them better to undertake a reduced curriculum, i.e. they may not study a language or a humanity. All of these decisions are</p>

	<p>made in conjunction with both the student and their parent/carer. When they would be accessing these lessons, students will follow a personalised timetable and will be scheduled to work either in our Academic Support base or complete an intervention. All of our SEN students have access to a SEN homework club, each day after school, where they can receive support with completing and organising their homework.</p> <p>At KS4, a SEN pathway has been introduced, starting with our current year 10 cohort. This will be personalised each year depending on the needs of the students. Students still follow the same curriculum as their mainstream peers for English, maths and science, alongside AQA unit awards focusing on life skills and cooking and PE. These students also complete work experience and a vocational course at a local college. These students have a much smaller class size (9 students) and their own classroom within Academic Support. It is important that they are still part of the main school, so they attend assemblies and whole school events with their peers.</p>
<p>How do we support our SEN students in their exams?</p>	<p>Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements allow candidates/learners with special educational needs, disabilities, or temporary injuries to access the assessment without changing the demands of the assessment. At KS3, students are identified (both through testing and teacher referral to student panel) as potentially needing Access Arrangements in their KS4 exams. This likelihood is added to their pupil profiles and becomes their 'normal way of working'. In Year 10 students are formally screened and tested and an application made to the exam boards. A referral to be tested for Access Arrangements is not a guarantee of exam access arrangements. Adjustments can be made in the classroom, but these must then be proven by diagnostic testing before the access arrangements can be granted. We use a combination of KS3 practice, diagnostic testing and teacher feedback regarding a history of difficulties and current difficulties, support and adjustments in the classroom in order to inform these applications.</p>
<p>What interventions do we have for our SEN students?</p>	<p>At Oxford Spires we are proud to offer a broad range of interventions to support our students. These include (but are not limited to):</p> <ul style="list-style-type: none"> • Art Therapy • Play Therapy • Counselling • Targeted literacy and numeracy support • Reading • ASD specialist

	<ul style="list-style-type: none"> • SALT • Communication and Interactions team • ELSA • Mentoring • Study Skills <p>All interventions follow the assess, plan, do, review cycle and are monitored and regularly reviewed, through student panel, in order to assess their effectiveness and suitability for each student. Students can be moved in to or out of an intervention at any point during the school year, depending on their level of need.</p>
<p>How do we monitor the effectiveness of our SEN provision?</p>	<p>All teaching, interventions and support for our students with SEN is regularly monitored and reviewed. All teachers receive regular lesson observations in conjunction with Pupil Profiles to ensure they are best meeting the students' needs. Our students' complete regular assessments (both informally and formally throughout our whole school assessment weeks) both in the classroom and before, during and after an intervention to ensure they are making at least expected progress. Attendance, exclusions and progress data are all reviewed half termly in conjunction with the relevant staff and support and/or reasonable adjustments put in place. The school also receives monitoring visits from both governors and Anthem Trust. Parents, students and staff are all consulted and asked to provide their feedback on the effectiveness of the provision.</p>
<p>How do we work in partnership with parents and involve them in their child's education?</p>	<p>At Oxford Spires we believe that parents know their children best and are committed to involving them in all discussions and decisions regarding their child's education. The SENCO and deputy SENCOs are contactable throughout the school day via email and appointments can be booked with them. At Parents' Evenings there is also the opportunity to book an appointment with the SEN team. Pupil Profiles are sent out to parents prior to their child's parents' evening and parents are encouraged to request and review these. Pupil profiles are reviewed with the student three times a year and sent to parents for review following this. On top of this, students who have an EHCP will receive an Annual Review each year. Students who have CWCF status have a termly PEP which the SENCO or Deputy SENCO will attend.</p>
<p>How do we work in partnership with students and involve them in their education?</p>	<p>Involving students in discussions and decisions regarding their education is integral and it is an expectation that this happens at Oxford Spires. Students are encouraged to give their views on their academic and pastoral experiences in school and these are listened to by our staff. With any key decision making, students are involved in this and explained the rationale and supportive nature of any major decisions. On top of this, students who have an EHCP will receive an Annual Review each year, for which their views will be sought. Students who have CWCF status have a termly PEP which the SENCO or Deputy SENCO will attend.</p>

<p>How do we ensure students with SEN are included in all aspects of school life?</p>	<p>Oxford Spires is an inclusive school where truly all students succeed and thrive in all aspects of their lives. It is our moral and ethical obligation. No student with a Special Educational Need or Disability should be treated less favourably than other students. All of our students with SEN are encouraged to take part in extra-curricular activities and go on school trips. If necessary, adjustments may be made to support some students with accessing these. Our students with SEN are also encouraged to be part of the school council, sports teams, school plays and open days/evenings.</p>
<p>How do we support the transition of our SEN students?</p>	<p>The transition of students with SEN starts in Year 6. The Deputy SENCO will visit all students in their primary setting to observe and meet with both them and their teachers. If a student has an EHCP that is due to name Oxford Spires, we aim to be a part of their Year 6 Annual Review. Students with SEN are also given the opportunity to attend extra transition days. This gives them a chance to meet the SEN team and view our Academic Support base away from the mainstream school.</p> <p>Any in-year admissions are communicated to the SENCO, who will liaise with the student's previous school to ensure information is shared. Where a student leaves Oxford Spires in the middle of an academic year, their Pupil Profile, Exam Access Arrangements and any other relevant information is forwarded on to their new setting.</p> <p>When a student with SEN is transitioning to KS4, parents will be invited to attend an Options Evening which the SENCO and Deputy SENCOs will also be in attendance to discuss any queries or concerns. There may be a small group of key students who the SENCO will meet with both the student and their parents/carers to discuss option choices and any reasonable adjustments that may need to be made (e.g. taking one less option and having extra English and maths support).</p> <p>For our Year 11 students with SEN, support will be offered to transition into either further education, employment or training. Students will all have the opportunity to complete work experience in Year 10 and meet with a career's advisor. Students are encouraged to attend all open days and events and will be supported by the SEN department with researching courses and completing application forms. Where a student will be attending a local college, extra transition meetings and days are set up in advance. For students with an EHCP, an Annual Review is held early in Year 11 to determine their next steps and the transition support that is required.</p>
<p>How do we support staff with regards to SEN?</p>	<p>Every half term there will be a TeachMeet slot which is focused on SEN - this is run by the SENCO and is utilised to give staff key</p>

	<p>information regarding SEN. Staff also receive regular information snippets via email.</p> <p>All SEN students have a pupil profile which outlines their areas of needs and strategies for teachers to support them in the classroom. Staff can access any supporting information via Provision Map. The SENCO and Head of Inclusion complete fortnightly learning walks, with a focus to provide support for teachers with their SEN students.</p> <p>All staff have access to a student referral form - here they can record any observations or concerns. These are then discussed weekly at a Student Panel Meeting, which the SENCO attends. Appropriate support is then implemented (this may be, but is not limited to, an observation from a member of the SEN team, a referral to an intervention or further testing or investigation). The staff member receives feedback of next steps within the week following their referral. All referrals are logged and monitored by the student panel team and any trends acted upon accordingly. Any staff member is welcome to attend the student panel meeting to discuss their referral in person. Heads of Year and their Year Team Support Manager attend one meeting a half term to discuss key students in their year.</p> <p>Heads of Year and/or Year Team Support Managers meet with a member of the SEN team fortnightly, as a minimum. In these meetings they discuss key students in their year groups and any support or provisions that are in place for them. This is an integral part of the assess, plan, do review cycle.</p> <p>All staff are encouraged to discuss any concerns or queries they have regarding students with the SEN team at any point during the school day and are welcome to visit the Academic Support base to ask any questions. Staff can request an observation by a member of the SEN team to gain any strategies or assistance to support students.</p>
<p>How do we involve outside agencies in planning for and supporting our students with SEN?</p>	<p>At Oxford Spires we work closely with a variety of outside agencies. These include, but are not limited to, SENDIASS, Educational Psychologists, Specialist Teachers, Speech and Language Team, Communication and Interaction Team and Occupational therapists. These agencies will regularly attend the school to undergo observations and interventions with our SEN students and provide specialist feedback and training to the SEN team. We also work with some alternative provisions to support our students (Meadowbrook, local colleges and RAW etc.). Some students also complete work experience as part of their 25-hour offer. All external settings undergo rigorous safeguarding checks before they are used.</p>

	The SEN team also works with CAMHS and Social Workers to best support our SEN students. Both students and parents/carers are consulted in all liaising with and feedback from external agencies.
Where can Oxfordshire County Council's Local Offer be found?	Oxfordshire County Council's Local Offer can be found here: https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer