

SEND Information Report 2021/22

Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

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Head Teacher: Mr Hebblethwaite
SENCO: Ryan Lloyd
Website address: www.oxfordspiresacademy.org

Age range of pupils: 11-19

Date of last Ofsted Inspection: 28 November 2017 Outcome of last inspection: Good

Total number of students with SEND: 169 (as of 01.01.2022)

Welcome to our SEND information report which is part of the Oxfordshire SEN offer for learners with Special Educational Needs and Disabilities (SEND). All governing bodies of maintained schools and nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually. The required information is set out in the new SEND regulations.

At Oxford Spires Academy we are committed to working together with all the members of our school community. At different times in their school career a child or young person may have a special educational need. The Code of Practice 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."

1. Information about how we identify a learner as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. Learners can experience difficulties in school for lots of reasons;
 - They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn.
 - They may not speak English very well.
 - They may be worried about different things that distract them from learning.

At Oxford Spires Academy we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Children who require additional support will be identified as SEN or have an Educational Healthcare Plan in place. Children may have SEND identified in one of 4 areas:

- Communication and interaction
- Cognition and learning needs

- Social, emotional, and mental health difficulties
 - Sensory and/or physical needs
2. Information about how we identify and assess pupils with special educational needs. Class teachers, support staff, parents/carers, and the learner themselves will be the first to notice a difficulty with learning. The Special Educational Needs and Disabilities Co-ordinator (SENDCO) will also support with the identification of barriers to learning. We have a range of assessment tools available and to support this.

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. Some services will be at an additional cost to the school. These include:

- Educational Psychologist
 - Speech and Language Therapist
 - Medical advice from other Health Professionals
 - Learning Support Service
 - Visual Impairment Teacher
 - On site assessor for Exam Concessions
3. Information about how we make provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans; How we evaluate the effectiveness of its provision for such pupils:
- At Oxford Spires we regularly monitor progress and outcomes, and this is an integral part of teaching.
 - We work with parents & carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, and review' model and like to involve parents/carers and children in each step of that cycle as much as possible.
 - Children, parents/carers and their teaching and support staff will be involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we all consider progress, outcomes, and next steps.
 - If a learner has an Education Health and Care Plan (EHC plan) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.
4. How we assess the progress of all learners is collated by the whole school and monitored by Teachers, the Head Teacher and Governors. The monitoring and evaluation of the effectiveness of our provision for vulnerable learners and SEN is carried out in the following ways:
- Classroom observations by our HLTAs, SENCO and/or class teachers.
 - The ongoing assessment of progress and outcomes as a result of interventions.
 - Moderation and work sampling.
 - Scrutiny of planning.
 - Teacher consultation with the SENCO/Deputy SENCO's.
 - Informal feedback from all staff.
 - Student strategy meetings to share best practice.
 - Pupil interviews when setting new IEP targets or reviewing existing targets.
 - Pupil progress tracking using assessment data (whole-school processes).
 - Monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress.
 - Attendance records.
 - Regular meetings about pupils' progress between the SENCO and the SLT link.
5. Our approach to support students with SEN

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e., they have a special educational need as defined by the SEN Code of Practice 2014.
- In keeping with all vulnerable learners, intervention for pupils on the SEND record will be identified and tracked using the whole-school provision map.
- All students will receive a universal approach if students need a more targeted or specialist approach provisions and programs would be put in place.
- On very rare occasions, where a pupil has a significant, severe, and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.
- Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
- Our IEPs are a planning, teaching, and reviewing tool, which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document, which can be constantly refined and amended.
- Our IEPs will only record that which is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
- Our IEPs will be based on informed assessment and will include the input of outside agencies.
- Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our IEPs will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
- Our IEPs will have a maximum of four short / medium term SMART targets set for or by the pupil.
- Our IEPs will specify how often the target(s) will be covered.
- Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.

Targets for an IEP will be arrived at through:

- Discussion between teacher and SENCO/ SEN team
- Discussion, wherever possible, with parents/carers and pupil
- Discussion with another professional (if necessary)
- Our IEPs will be reviewed termly

6. Working with students who have an Education Health and Care Plan

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review.
- Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local authority policy and guidance - particularly with regard to the timescales set out within the process.
- Preparing a report on the child’s educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- Discussing feedback from the statutory review. We work closely with social workers and, where necessary, the carers and a member of the Virtual School team.

- We will Liaise with the child's social worker to ensure that there is effective communication at all
- times.
- We celebrate the child's successes and acknowledge the progress they are making.

At Oxford Spires Academy we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school, and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge, and skills. We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We aim to create a learning environment, which is flexible enough to meet the needs of all members of our school. We monitor progress of all learners, and staff continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings with staff.

7. How Oxford Spires Academy will adapt the curriculum and learning environment for pupils with special educational needs:
 - All learners will have access to quality first teaching.
 - Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
 - A detailed whole-school provision map, which outlines and monitors all additional intervention across the school, will be kept outlining support given to and progress made by learners.
 - Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Our teachers will use various strategies to adapt access to the curriculum, this might include using:
 - We also use visual timetables, writing frames and word banks for technical vocabulary, computers, or other technology to support lessons and learners.
 - We use peer buddy systems and student mentors across the school.
 - We recognise hard work and effort through our positive behaviour rewards system.
 - We have a flexible curriculum offer at KS4 to support all learners.
8. How do we provide additional support for learning that is available to pupils with special educational needs? Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils. These approaches include:
 - Our teachers differentiate work as part of quality first teaching.
 - Our teachers are supported to produce specific resources by specialists within our SEN team.
 - We use Wave 1,2,3 interventions.
 - We use other small group in class and withdrawal sessions- including 1:1 support, fine and gross motor skills groups, physical development support, handwriting groups, support from outside agencies, support from school counsellors, SEMH support from specialists, self-esteem groups & access to alternative provision sessions, primary intervention and transition support and learning interventions which close learning gaps.
 - Extra-curricular and super curricular sessions, workshops and clubs are available to all students.
 - We provide additional support for home learning through homework clubs for our SEN students.
 - Activities available for pupils with special educational needs in addition to those available in accordance with the curriculum
 - We work with external partners to provide additional alternative curriculum provision.

The name of and contact details of SEN co-ordinator / Manager of Special Educational Needs or Disabilities (SEND) / Additional Learning Support Department: Mr Ryan Lloyd

Deputy SEN co-ordinator: Lucy Wilkes (KS3)

Deputy SEN co-ordinator: Sarah Kearsley (KS4)

9. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
 - Staff will receive regular training to allow them to support children's learning.
 - Specialist teachers and agencies also support teachers and Teaching Assistants when we have a child with specific needs in school.
 - Information about how equipment and facilities to support children and young people with special educational needs will be secured.
 - We will use the advice and support of specialist agencies to make sure all children have the appropriate equipment and facilities during their education at Oxford Spires Academy.
10. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.
 - Parents are invited to meet with teachers at termly meetings for their child where targets and progress are discussed. These are usually either in school or out of school time. Parents also attend parents evening with their child's class teacher twice a year and receive an annual report. Parents are encouraged to come in and talk about any concerns and thoughts about their child's needs at any time.

The arrangements for consulting young people with special educational needs about, and involving them in, their education.

- Most children are included in all termly target reviews and are encouraged to review their own progress during their time in school.
- We regularly use informal feedback from students to ascertain progress across the year.

We use input from specialists to support the learning of our students, these include;

- Single Point of Access referral to request Medical/Health professional support/assessment
- Educational Psychologist involvement
- SENSS – Communication and Interaction team and the Speech and Language Therapy team
- Autism Outreach Service
- Learning Support Service
- Counselling Support (school counsellor/ CAHMS)
- Family services - SENDIASS

11. Transfer reviews take place for all year 6 children moving to Secondary School. Children are encouraged to visit new schools before they apply for places. The school conducts an Open Evening and Open morning and offers additional individual tours with the principal in the autumn term.

Our Pastoral/SEN team meet with primary school teachers. All information is passed onto the school and meetings usually take place between the SENDCO and staff from the primary school. All students are visited by the pastoral team before they transfer to OSA. Parents meet with staff at OSA as part of the transition process. Additional visits and additional transitional days are organised if it is felt this would benefit the child.