

SEND POLICY (INC SEND INFORMATION REPORT)

SEND POLICY (INC SEND INFORMATION REPORT)	Page 1 of 8
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	Approval by: FULL TRUSTEE BODY/ A&C COMMITTEE/ HR & FINANCE COMMITTEE/ BH&S COMMITTEE ACADEMY PRINCIPAL

1. Aims

Our SEND policy and information report aims to:

- Set out how our academy will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing pupils with SEND

We aim to adopt the principles of inclusion through equality of opportunity and access to a diverse, challenging, and differentiated curriculum for all.

We aim to offer our children an inclusive curriculum by paying due regard to the principles of:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning

Teachers take action to respond to pupil's diverse needs by:

- Creating effective learning environments
- Securing their motivation and concentration
- Providing equality of opportunity through teaching approaches
- Using appropriate assessment approaches and
- Setting targets for learning.

Equality and Inclusion

We aim to ensure that each child is fully included in all aspects of school life. Fundamental to this aim is the belief that each child has a right to a broad, balanced, relevant, and challenging curriculum appropriate to their individual needs. We aim to achieve this by setting appropriate learning targets, teaching styles, and access strategies for each child. This may include programs delivered outside the classroom to develop skills to enable the child to access the curriculum more effectively. We aim to ensure children are not disadvantaged through these programs and maintain full access to the curriculum. We aim to provide a high-quality service that is effective, efficient, and fair. Fundamental to this aim is a belief in equal opportunity for all pupils and staff working in our school. We believe there should be no discrimination on the grounds of race, gender, or disability.

SEND POLICY (INC SEND INFORMATION REPORT)

2. Legislation and guidance

This policy and information report are based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), sets out academies' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out academies' responsibilities for education, health, and care (EHC) plans, SEN coordinators (Inclusion Leaders), and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They 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
- A disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream academies.

Special educational provision is an educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream academics.

4. Roles and responsibilities

4.1 The Inclusion Leader

The Inclusion Lead will:

- Work with the Executive Principal and SEND Trustee to determine the strategic development of the SEND policy and provision in the academy.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with the Executive Principal, trustee board, and potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all pupils with SEND up to date.

SEND POLICY

(INC SEND INFORMATION REPORT)

4.2 The SEND Trustee

The SEND Trustee will:

- Help to raise awareness of SEND issues at trustee board meetings.
- Monitor the quality and effectiveness of SEND provision within the academy and update the governing board on this.
- Work with the Executive Principal and Inclusion Lead to determine the strategic development of the SEND policy and provision in the academy.

4.3 The Executive Principal

The Executive Principal will:

- Work with the Inclusion Lead and SEND Trustee to determine the strategic development of the SEND policy and provision in the academy.
- Have overall responsibility for the provision and progress of learners with SEND.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Inclusion Lead to review each pupil's progress and development and decide on any changes to the provision
- Ensuring they follow this SEND policy

5. SEND information report

What should a parent/carer do if they think their child may have special educational needs or a disability (SEND)?

If you have concerns or are worried about your child, you should speak to your child's class teacher first. You may then be directed to the Inclusion Leader.

The class teacher is responsible for:

- Adapting and refining the curriculum to respond to the strengths and needs of all pupils.
- Checking on the progress of all children and identifying and planning the delivery of any additional support. (It may not be the class teacher delivering this support, but he/she will oversee the work).
- Contributing to devising provision plans to prioritise and focus on the next steps required for children to improve their learning.
- Applying the academy's SEND Policy.

SEND POLICY

(INC SEND INFORMATION REPORT)

The Inclusion Leader is responsible for:

- Coordinating provision for children with SEND and developing the academy's SEND policy.
- Ensuring that parents are:
 - Involved in supporting their child's learning and access to the curriculum
 - Kept informed about the range and level of support offered to their child
 - Included in reviewing how their child is doing
 - Consulted about planning successful movement/transition to a new class or academy
 - Liaising with a range of agencies who can offer advice and support to help pupils overcome any difficulties
 - Providing specialist advice and facilitating training to ensure that all staff is skilled in and confident about meeting a range of needs.

How will the academy support a child who has been identified as having special educational needs or a disability?

- In all year groups, children will have access to learning and the curriculum through Personal Provision Plans tailored to the child's need or through access to learning support staff
- Regular intervention programs are available in all classes to support children to make progress with their learning
- Class teachers organise and plan targeted and/or personal provision with support from the Inclusion Leader or outside agencies as required
- Strategies and programs to support speech, language, and communication needs. Speech and Language Therapist advice is implemented by teaching staff
- Speech therapy individual or group work can be delivered by support staff following the speech therapist's advice

Strategies to support and develop literacy:

- 1:1 phonics
- SEN phonics group
- Reading, writing, and spelling boosters to fill gaps and consolidate learning
- Smaller literacy groups supported by a teaching assistant
- Additional teacher support
- Providing pupils with alternative methods of recording their work, for example, a laptop or tablet
- Adapted challenges in class
- Targeted and personalised interventions for Literacy
- Sensory stories
- Colourful Semantics

Strategies to support and develop numeracy:

- Smaller maths groups supported by a teaching assistant
- Small group or 1:1 maths booster to fill gaps and consolidate learning
- Opportunities for pre-and post-teaching
- Targeted and personalised interventions for maths
- Additional teacher support
- Providing pupils with alternative methods of recording their work, for example, a laptop or tablet
- Adapted challenges in class
- Practical resources

SEND POLICY

(INC SEND INFORMATION REPORT)

Strategies to support and develop independent learning:

- Mentoring by peers, support staff, or teaching staff
- 1:1 nurture time with a Learning Mentor
- Social groups
- Visual timetables for class and individuals
- Lesson objectives are clearly displayed

Strategies to support and modify behaviour:

- Academy sanctions and reward systems as set out in the academy's Behaviour Policy
- Mentoring and guidance from a teaching assistant
- behaviour contracts where appropriate
- Risk reduction plans where necessary
- Targeted and personalised interventions to support
- Sanctuary spaces for children to be used
- Virtual hugs to help support emotional difficulties
- Support and supervision at unstructured times of the day including personal care
- Access to structured activities overseen by an adult indoors or outdoors as appropriate during lunchtimes
- Support from our Learning Mentors
- Zones of regulation

Planning, assessment, evaluation, and next steps are always agreed through:

- provision plans are written at least termly and include pupil voice
- SEN Support plans for higher needs pupils are written and reviewed regularly.
- Where applicable an Education Health Care Plan
- Pupil progress reviewed regularly with senior leaders

How will the curriculum be matched to the child who has special educational needs or a disability?

- High-quality teaching is in place in all classes for all pupils to access the curriculum. Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupils' needs and requirements.
- Differentiation is approached in a range of ways using Apprentice, Qualified, and Master to support access and ensure that all pupils can experience both success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed groups to maximise learning opportunities for all.
- Additional adults are used flexibly to help groups and individual pupils develop independent learning skills.
- Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

How will the academy and the parent know how well the child is doing and how will the academy help the parent support their child's learning?

- Additional support is documented in provision plans. In consultation with the child and the parents, short-term targets are agreed upon which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programs. Actions agreed to take into account each pupil's strengths as well as their difficulties.

SEND POLICY

(INC SEND INFORMATION REPORT)

- In some cases, support from a teaching assistant may be allocated. This support is deployed to ensure children can engage in lessons and wider academy activities and to facilitate independent learning to support the transition to Secondary Academy.
- Formal review meetings are held at least termly. Parents, relevant external agencies, and, when appropriate, pupils are invited to this review, and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded. If a child is continuing to have significant difficulties, further external expertise may be requested.

Tests and Examinations: Access Arrangements

For some pupils, additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks, or the use of a scribe or word processor.

Parental involvement

We value parents as partners in their child's learning journey. All parents are encouraged to contribute to their child's education. This may be through:

- Parents' evening discussions and review meetings
- Working with their child at home by hearing them read regularly, supporting the completion of homework and other additional activities provided by the academy
- Ensuring their child has good attendance and punctuality
- Ensure their child is ready for the academy - sufficient sleep, nutritious breakfast and have all they need with them, well equipped for learning.

What support is offered by the academy to ensure the wellbeing of the child who has special educational needs or disabilities?

- Attendance support - Attendance will be closely monitored and discussed with parents (see the academy's Attendance & Punctuality Policy)
- Behaviour support - Where appropriate, a behaviour support plan will be written (see the academy's Behaviour policy)
- Medical support - Most medicines will be administered following the academy policy. Where more specialist medicines or care are required, this will be provided where possible. This will depend on having available and trained staff. A Health Care Plan will be agreed upon between the medical professionals, parents, and academy staff. Where appropriate, the child's views will also be obtained. The academy works closely with medical professionals to support a child with medical needs
- Pastoral Support Strategies to support the development of pupils' social skills and enhance self-esteem
- Support from a teaching assistant
- Small-group interventions
- Use of the Sanctuary spaces to support wellbeing
- Learning Mentors
- Daily or Weekly celebration opportunities
- Lunch and after-school clubs
- Mentoring activities
- Strategies to reduce anxiety and promote emotional wellbeing
- Regular contact, communication, and liaison with parents
- Transition support when transferring from one year group to another, as well as to secondary school

SEND POLICY

(INC SEND INFORMATION REPORT)

- Consistency of approach by all adults
- Regular planned opportunities for children to give their views

What specialist services and expertise are available at, or accessed by, the academy?

The academy works with several external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. The academy fosters liaison and communication with professionals and parents. It attends all meetings and prepares all reports.

The academy organises:

- Regular meetings as required
- Meetings with the academy Inclusion Leader – meetings can be booked through the academy if there are any concerns.
- Referrals to outside agencies as required
- Speech and Language therapy for specific individual pupils
- Specialist teacher visits
- EMA Network (Ethnic Minority Achievement Network) visits
- Communication with medical professionals – requesting advice as needed from academy nurses, health visitors, doctors, hospitals, and specialists.
- Liaison with Children and Families Practice MK (CFP)
- Liaison with Children's Social Care (CSC)

What training are the staff having, or going to have, to support children with special educational needs and disabilities?

- Our Inclusion Leader actively engages with local opportunities to share best practices and keeps abreast of current local and national initiatives and policies to support pupils with SEND.
- Milton Keynes has a Special School provision which academies can go to for advice to review, evaluate and develop provisions for pupils who have the most complex needs.
- An ongoing program of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

How will children with special educational needs and disabilities be included in activities outside the classroom including academy visits?

- Activities and academy visits are available for all.
- Risk assessments are carried out and, where appropriate, are discussed with parents, and procedures are put in place to enable all children to participate where possible.
- If it is deemed appropriate that an intensive level of one-to-one support is needed, a parent or carer may be asked to accompany their child during a specific activity.

How are the academy's resources allocated and matched to the child's special educational needs and disabilities?

Oxley Park Academy has funding delegated to its budget for Special Educational Needs. The academy SEND Budget is used to provide additional support or resources to support the needs of children. This can be:

- Providing specialist equipment to support a need, e.g. a writing slope or exercise books using buff or cream-coloured paper to reduce glare or visual distortion

SEND POLICY (INC SEND INFORMATION REPORT)

- Providing additional intervention programs to help a child learn and progress
- Providing a teaching assistant to support small group learning

Who can parents/carers contact for more information at the academy?

Please initially contact the class teacher.

If you need further help you can contact Miss Smith (Inclusion Leader).

Further conversations between the Inclusion Leader, the Class Teacher, and parents can be arranged as appropriate to discuss any developing needs.

The Inclusion Leader is responsible for coordinating any additional support that your child may need.

Miss Smith may be contacted via either academy office.

Mrs Weniaka Steede (SEND Trustee)

Our SEND Trustee supports the academy to evaluate and develop the quality and impact of provision for pupils with SEND across the academy.

The Academy Trustee Board

The Academy Trustee Board has a legal duty to:

- Ensure that all pupils with Special Educational Needs are appropriately catered for
- Be involved in the regular review of the academy SEND policy
- Ensure that the SEN code of practice is followed

Milton Keynes Local Authority Special Educational Needs Offer can be found at:

<http://www.milton-keynes.gov.uk/academies-and-lifelong-learning/specialeducational-needs/SENDlocal-offer/further-information-on-the-SEND-local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by our Inclusion Lead **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Trustee Board.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality of information and objectives
- Supporting pupils with medical conditions policy