Futures Institute

Special Educational Needs and Disabilities (SEND) Information Report

Date of last review	September 2026	**Review period**	1 year
Date of next review	September 2027	**Owner**	Futures Institute Banbury
Type of policy	Statutory	**Regional Board or EOB approval**	Regional Board

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'. (SEN Code of Practice 2014).

Who is responsible for SEN in the academy?

Our Special Educational Needs Coordinator (SENCo) is Mrs Pamela Clinton. The designated academy governor is Mrs Mandy Lancy. Regular reports are presented to the academy's governing body and there are learning walks throughout the year to consider and develop the provision for SEND students across the academy. The academy's SEND Policy can be found on the Policies page of the academy website here.

If I have a concern regarding SEN, who do I go to?

Please discuss any concerns with your child's Head of College. If you are still unsure, contact the academy's SENCo.

How does the academy know if children need extra help and what should I do if I think my child may have special educational needs?

Progress is monitored by class teachers and the Senior Leadership Team, so that when a student is not making expected progress the academy can quickly identify any additional support needs. This will then be discussed with parents/carers and the student. The views of parents and children are a key part of the assessment and planning process.

If parents/carers have concerns about the progress or attainment of their child, they may make an appointment with the class teacher who will then liaise with our SENCo as appropriate.

What happens if my child is not making the same progress as other children?

If the academy has concerns that a child is finding certain aspects of learning difficult, we will bring together the information needed to get a more detailed picture of the child's needs. The academy uses Oxfordshire's Ordinarily Available Toolkit as a way of identifying if there is a SEND and what levels of support should be expected. The toolkit is intended to help all schools have the same approach, wherever they are in Oxfordshire, and covers the four broad areas of SEN:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health needs
- Sensory and/or physical needs

Students needing SEN support will be placed on the academy's register, which is monitored by the local authority.

What SEN support is provided?

This will vary depending on the student's needs:

- Differentiation is planned for groups and individuals.
- 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.
- Any adaptions needed to the physical environment to help with access to learning.

What is an 'Education, Health and Care Plan'?

From September 2014, statements of Special Educational Needs have been replaced with a single 'Education, Health and Care Plan' (EHCP) for children and young people with the most complex needs. Creation and delivery of these plans will be led by the local authority with schools developing and reviewing the plans with parents.

What specific resources does this academy offer?

A range of support is available throughout the academy:

Cognition and learning:

Literacy

- Precision teaching interventions
- Dyslexia advice

Maths

- Precision teaching interventions

Social, emotional and mental health:

- Nurture support
- School counsellor
- Risk assessments
- Planning for transition times
- SEN DofE group
- Team around the Family
- Mental Health Champions and Senior Mental Health Leads

Communication and interaction:

- Social use of language programme
- Social stories
- Talk for Teens

Sensory and/or physical:

- Disabled toilet and changing facility
- Alternatives to traditional written formats considered, i.e. use of Chromebook
- Sensory toolkit

<u>What specialist expertise does the academy offer?</u>

We call on both internal and external support:

Internal:

- SENCo is a member of the Senior Leadership Team and regularly reports to the Governors.
- Teachers are regularly trained and briefed by the SENCo to ensure their practice is up to date.
- Learning Support Assistants deliver specific, targeted interventions.
- Nurture Practitioner supports SEMH needs.
- School nurse and Welfare manager support is available as required.

External:

- Dedicated Educational Psychologist.
- Special Educational Needs Support Service (SENSS): Physical Disability Team/Visual Impairment Team/Hearing Impairment Team/ Communication and Interaction Service/Complex Needs Team.

- The Integrated Therapies Team (Physiotherapy, Occupational Therapy, Speech and Language Therapy).
- CAMHS
- Social Care and SENDIAS.

All external partners are vetted in terms of safeguarding and we monitor the impact of any interventions, to ensure value for money.

Both the academy and parents/carers can access a wider array of services by searching through the local authority's Local Offer.

What training do staff supporting children and young people with SEND have?

We regularly invest in training our staff to improve provision and to develop enhanced skills and knowledge.

Our Special Educational Needs Co-ordinator (SENCo) is a qualified and experienced teacher who holds the NASENCO Award in addition to the NPQH.

Our teachers hold qualified teacher status and all staff members, including LSAs and HLTAs, receive regular training to best support our students with SEND.

How is progress monitored?

Students on the SEN register have an individual Pupil Profile that clearly states strengths and concerns and relevant strategies and interventions needed to work towards achieving anticipated personal outcomes. These pupil profiles and outcomes are reviewed and updated with parents and students up to three times a year and the progress made will inform the next steps in their learning.

The academy also monitors the equality of individual and group interventions by scrutinising practice through lesson observations and provision management of intervention plans. 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 monitor the effectiveness of the provision for students identified with SEND and they receive reports from the SENCo on the progress of students with SEND.

How will I know how my child is doing and how will you help me to support my child's learning?

We provide regular feedback via annual reports and Parents' Evenings.

When appropriate, parents/carers may also be contacted mid-term to discuss how they can help their child at home. Student views will be obtained and, when appropriate, they may attend all or part of any meeting.

What support will there be for my child's overall well-being?

- The well-being of our students is our primary concern. We support them with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social, Health, Citizenship and Economic Education (PSHCEE) are integral to our curriculum.
- Additional support from specialist staff is arranged as needed for individual students, both in and out of the classroom; a tailored personal plan may be put in place for students with the most complex needs.
- Our Behaviour Policy includes guidance on expectations, rewards and consequences and is fully understood and observed by all staff.
- We regularly monitor attendance, support students returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.
- We have appropriate medical policies in place and staff are trained to support medical needs.
- Student views are sought through school council, student voice surveys and other forums.

How will my child be included in activities outside the classroom including educational visits?

Our SEND Policy promotes involvement of all learners in all aspects of the curriculum. Where there are safety or access concerns, a personalised risk assessment is carried out to consider reasonable adjustments required to meet any needs.

How accessible is the academy environment?

We have an Accessibility Plan in place and, where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. We monitor the languages spoken by families in our settings, make use of translation sites via our website, and endeavour to arrange for a translator to attend meetings when necessary.

Additional information about the arrangements for the admission of disabled students can be found in the Accessibility Plan here.

The plan sets out the steps the academy has taken to prevent disabled students being treated less favourably than other students and the facilities it provides to help disabled students access the school. It has been written in accordance with paragraph 3 of Schedule 10 to the Equality Act 2010 and aims to increase the extent to which disabled students can participate in the curriculum; improve the physical environment to increase the extent to which disabled students can take advantage of the educational benefits, facilities or services provided or offered; and improve the way disabled students can access information that is easily accessible to students who are not disabled.

How will the academy prepare and support my child to join this school, transfer to a new school or the next stage of education and life?

- We have an Induction Programme for welcoming all new learners to our setting.
- We use peer mentoring to welcome new learners.
- We have very good relationships with the settings that most of our students move from and on to; we share information to support students' learning and well-being at transition. We have regular contact at key transition points, e.g. with primary schools as students enter Y7 and with colleges as students prepare to leave Y11.
- 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 students.

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 SENCo oversees all additional support and shares updates with the designated SEN Governor.

How are parents involved in the academy? How can I be involved?

We work in partnership with parents to support each child's well-being, learning, progress and aspirations. Parents are invited to become involved in academy-life for example through our parent forum and our Governing Body includes parent governors.

If you require any further information or have any queries then please do not hesitate to contact the school.