Wykham Park Academy Banbury
Futures Institute Banbury

SEND Policy

Date of last review	September 2026	**Review period**	1 year
Date of next review	September 2027	**Owner**	SENCo
Type of policy	Statutory	**Board approval**	Regional Board

Contact details for the SENCo at Wykham Park Academy and Futures Institute Banbury are as follows:

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COMPLIANCE

This policy complies with the statutory requirement laid out in the Statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs ● Schools SEN Information Report Regulations (2014)

This policy links to a range of other policies and reference has been made to the following documents:

- SEN Information Report 2026
- Safeguarding and Child Protection Policy 2025-2026
- Admissions Policy 2026-2027
- Accessibility Plan 2026-2029
- Equality Information & Objectives Policy 2022-2026
- Complaints Policy 2026-2027
- The Teachers Standards 2012, which set out the duties of all teachers with regard to children and young people with special educational needs.

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

Policy for Special Educational Needs and Disabilities

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A Academy Arrangements

A1 DEFINITION AND AIMS

Definition

A child or young person has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. This may mean that a student has a significantly greater difficulty in learning than the majority of students of the same age in other academies, or a disability which prevents or hinders them from making use of educational facilities provided for others of the same age within the Academy. Special educational provision means provision that is additional to or different from that which is made generally for students of the same age in other publicly-funded academies.

Aims

As part of the Academies Aspirations Trust, Wykham Park Academy and Futures Institute Banbury are committed to raising students' aspirations so that all young people reach their fullest potential and achieve the success they desire. Aspirations Academies Trust understands that for all students to have high aspirations, they must believe in themselves, be actively engaged in their learning, and see the connection between what they learn today and who they want to become tomorrow.

We believe that each student has individual and unique needs. However, some students require more support than others. If these students are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of students will have special educational needs at some time in their academy career and may require help throughout their time with us, whilst others may need a little extra support for a short period to help overcome more temporary needs. We aim to provide all students with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to learning and a high quality educational experience. In particular, we aim:

- to enable every student to experience success
- to promote individual confidence and a positive attitude
- to ensure that all students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant, differentiated, and demonstrates coherence and progression in learning
- to give students with Special Educational Needs and Disabilities (SEND) equal opportunities to take part in all aspects of the academy's provision, as far as is appropriate
- to identify, assess, record, and regularly review students' progress and needs
- to involve parents/carers in planning and supporting at all stages of their child's development

- to work collaboratively with parents, other professionals and support services as needed to ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

A2 ROLES AND RESPONSIBILITIES

Provision for students with SEND is a matter for the Academy as a whole. It is each teacher's responsibility to provide for students with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All teachers and learning support assistants are responsible for helping to meet an individual's special educational needs, and for following the Academy's procedures for identifying, assessing and making provision to meet these needs.

The **Regional Board** in co-operation with the Principal, for each academy, has a legal responsibility for effectively implementing this policy and provision for students with special educational needs. The Regional Board maintains a general overview and has appointed a representative (the SEND link Governor) who takes particular interest in this aspect of the Region.

The Regional Board must ensure that:

- the necessary provision is made for any student with SEND
- all teaching staff are aware of the need to identify and provide for students with SEND
- students with SEND join in the Academy activities alongside other students, so far as is reasonably practical and compatible with their needs and the efficient education of other students
- they have regard to the requirements of the Special Education Needs and Disability Code of Practice (2014)
- parents are notified if the Academy decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in academy self-review
- they set up appropriate staffing and funding arrangements, and oversee the Academy's work for students with SEND.

Governors play a major part in Academy self-review. In relation to SEND, members of the Regional Board will ensure that:

- they are involved in the development and monitoring of the Academy's SEND policy, and that the Academy as a whole will also be involved in its development
- SEND provision is an integral part of the Academy Development Plan
- the quality of SEND provision is regularly monitored.

The **Principals,** through the SENCo and Assistant SENCo in Wykham Park Academy and Futures Institute Banbury, have responsibility for:

the management of all aspects of the Academy's work, including provision for students with special educational needs and disabilities

- keeping the Regional Board informed about SEND issues principally through meetings
- the deployment of all special educational needs personnel within their academy
- they also have overall responsibility for monitoring and reporting to the Regional Board about the implementation of the SEND policy.

The **SENCo** and **Assistant SENCo** at Wykham Park Academy and Futures Institute Banbury, assisted by relevant personnel, are responsible for:

- overseeing the day to day operation of the SEND policy
- co-ordinating the provision for students with special educational needs and disabilities
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other Academy staff
- helping teaching staff to identify students with special educational needs and disabilities
- carrying out detailed assessments and observations of students with identified learning issues
- supporting subject teachers in devising strategies, drawing up Pupil Profiles, setting targets appropriate to the needs of the students, and advising on appropriate resources, materials and interventions for students with special educational needs and disabilities
- liaising closely with parents of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the Academy's SEND registers and SEND records
- assisting in the monitoring and evaluation of progress of students with SEND through the use of existing Academy assessment information; e.g. class-based assessments/records, SATs, CATs etc.
- contributing to the in-service training of staff
- having overview of Learning Support Assistants and, with class teachers, managing their deployment and effectiveness in enhancing student progress
- liaising with SENCos in other schools to help provide a smooth transition from one school/academy to the other.

Teachers are responsible for:

- providing an appropriately differentiated curriculum for all students including those with SEND. (They can refer to the SENCo for advice on assessment and strategies to support inclusion)
- deploying LSAs effectively, as an integral part of the T&L provision, in their classroom making themselves aware of the academy's SEND Policy and procedures for identification, monitoring and supporting students with SEND
- giving feedback to parents of students with SEND.

Learning Support Assistants (including HLTAs) work as part of a team supporting students' individual needs in lessons and outside. They play an important role in implementing IPPs and monitoring progress. They contribute to review meetings and help students with SEND to gain access to a broad and balanced curriculum, as well as supporting learning across the Academy.

LSAs should:

- be fully aware of the Academy's SEND policy and the procedures for identifying, assessing and making provision for students with SEND
- use the Academy's procedures for giving feedback to teachers about students' responses to LSAs and strategies
- take direction from class teachers in support of student learning in lessons, and beyond.
- be responsible for a group of students as their Keyworker

A3 COORDINATING AND MANAGING PROVISION

- The SENCo, Assistant SENCo, and other key staff meet on a regular basis with Learning Support Assistants to review student progress and share information
- The SENCo ensures that regular meetings are held, as appropriate, to review IPPs and provision, and that parents and relevant professionals are invited
- There is regular informal contact between all staff to monitor individual students and to discuss concerns
- Students are involved as far as practicable in discussions about their targets and provision
- The SENCo ensures that the following information is easily accessible to staff:
    - the Academy's SEND policy and SEND Information Report
    - the SEND register
    - an overview of SEND provision
    - the Academy's internal arrangements for SEND, including a clear description of the responsibilities of all staff

▪ SEND information giving the names of all students on the SEND register, and copies of the students' PPs, attainment and progress, and other relevant information.

A4 ADMISSION ARRANGEMENTS

Wykham Park Academy and Futures Institute Banbury strive to be fully inclusive. All students are welcome, including those with SEND, in accordance with the Admissions Policies. If a parent wishes to have mainstream provision for a child with an Education, Health and Care Plan, the Local Authority must provide a place unless this is incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility.

Our Admissions Policy prioritises the admission of students whose statement of Special Educational Needs (SEN) or Education, Health and Care (EHC) plan names the school. Other admissions criteria are also detailed in this policy.

The Accessibility Plan lays out the commitment to:

- provide appropriate equipment to support disabled students in classrooms and staff in offices/classrooms
- ensure that there are no physical barriers to prevent access to learning and services for pupils with disabilities
- ensure access for parents/carers with disabilities
- ensure emergency procedures include all Academy users

A5 SPECIALISMS AND SPECIAL FACILITIES

- Consistent, high-level and subject appropriate training and support for staff ensures that quality first teaching is delivered to all SEND students. Regular liaison and evaluation with departments ensures they are able to most effectively meet the needs of SEN learners through an inclusive curriculum approach. Additional training for teachers and LSAs is made available as appropriate
- Differentiated resources are used to ensure access to the curriculum and our Teaching and Learning strategies are aimed at teaching to the top and scaffolding learning with an adaptive teaching approach
- All teaching staff are kept well informed about the strategies needed to manage students' needs effectively, and we try to ensure that other students understand and respond with sensitivity
- We aim to encourage as much independence as possible within a safe and caring environment
- We have access to the expertise of wider education services and other agencies as required

B Identification and Assessment and Provision

B1 ALLOCATION OF RESOURCES

The governors of the academy regularly monitor the needs of students with SEND. Resources are allocated according to need. Funding allocated as a result of statutory assessment is spent according to the terms outlined in the resulting EHCP

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

Identification of Pupils with Special Educational Needs and Disabilities

- Wykham Park Academy and Futures Institute are committed to early identification of students with special educational needs. The SEN department works closely with the curriculum, pastoral and welfare teams to ensure that students who may have special educational needs are identified and assessed so their learning needs are more fully understood.
- If a student's data suggests that they are not making expected progress, the SENCo and/or Assistant SENCo will work with a range of teachers to decide if additional and/or different provision is necessary. Students and their parents will be fully informed about any concerns around progress and involved in decisions made around special educational provision.
- If a parent is concerned about a child's progress, this should be raised with the SENCo. Teachers and other members of staff can refer students to the SENCo if they have concerns about their learning, behaviour or well-being.
- The Academy also works closely with its feeder primary schools to ensure that any information about student's special educational needs is known in advance of their arrival in Year 7 to ensure that provision can be put in place on arrival. Where possible, the SENCo will visit students with an Education, Health and Care Plan in their primary school to explore the support they will need when they transfer to the Academy. Our transition process is robust and well-planned with additional transition days for students that need additional support.
- If a student needs additional/different provision to support their learning, we will consider all possible options of intervention before a referral is made for a statutory assessment. We will make referrals for statutory assessments in consultation with parents and/or carers.

Assessment and Review of Pupils with Special Educational Needs and Disabilities

The SEN Code of Practice (2014) outlines a graduated response to students' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the academy's usual differentiated curriculum and strategies.

In considering the needs of students on the SEND Register, Wykham Park Academy and Futures Institute Banbury apply the 'Assess, Plan, Do, Review' cycle laid out in the SEN Code of Practice 0 – 25 years.

Assess: Identify the issues and barriers to learning for the individual student.

Plan: Plan an appropriate course of action for that student based on their specific needs.

These actions will be based on a best fit for the child's needs alongside the resources available to the school.

Do: Carry out the support as determined by the plan.

Review: Evaluate the impact of the support delivered and consider if any adjustments need to be made.

The Academy maintains information about the identification, assessment and provision for each student. A register is kept of students with SEND and this is communicated to all teaching staff. Where concern is expressed that a student may have SEND, the class teacher and support staff take early action to assess and address the difficulties. The Oxfordshire SEND Handbook offers guidance on provision (https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/Schools_SEN_guidance.pdf).

Categories of Special Educational Need

The SEND Code of Practice recognises four broad areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health needs, and Sensory and/or Physical.

Oxfordshire subdivides these into further categories of need:

Code of Practice needs	Categories
Communication and Interaction needs	Speech, Language and Communication Needs (SLCN) Autism (ASD) Anxiety disorder Attention Deficit Disorder (ADD/ADHD)
Cognition and Learning needs	Learning needs (LD) Specific learning difficulties (SpLD) e.g. Dyslexia, dyspraxia, dyscalculia
Social, Emotional and Mental Health needs	Autism (ASD) Anxiety disorder Depression ADD/ADHD Attachment disorder Unexplained medical conditions e.g. eating disorders

Sensory and/or physical needs	Hearing Visual Physical Sensory processing

Statutory Education, Health and Care Plans

For the majority of SEND pupils, quality first teaching will meet their needs as a provision. However, in some cases, a child may need specialist assessment of their need and specialist provision to meet these identified needs. In these instances, a parent/carer and/or the school may apply for an EHC plan through the Local Authority. Prior to the EHCP request, the school and the parent/carer must complete a consultation to discuss. The LA reviews the case file and will decide whether a child's needs meet the threshold to warrant an EHCP. If agreed upon, the LA will work with parents, the school and other external, specialist agencies such as CAMHS to collate information for a finalised EHCP.

Annual Reviews

For those with an EHCP, an annual review must be held within 12 months of the previous review by the LA, school, child and parent/carer to review the EHC Plan.

During this review, we reflect upon the progress made by the student throughout the last 12 months, explore which targets have been achieved, and can therefore be removed, continue to be relevant or need to be added.

The parent and child are expected to be heavily involved in this progress as their views matter in ensuring the EHCP reflects the needs and ambitions of the child specifically.

Emergency Annual Reviews can take place before the 12 months if the parent/carer or school feel that the child's needs have significantly changed and thus the plan is in need of adapting.

B3 CURRICULUM ACCESS AND INCLUSION

Teaching Provision

Wykham Park Academy and Futures Institute Banbury are committed to providing effective and engaging teaching for all students including those with special educational needs. The SENCo/Learning Development Team works closely with departments and teaching staff to ensure that students' special educational needs are taken into account when planning lessons and educational pathways.

Staff work together to create an inclusive teaching environment offering all students, including those with SEND, a broad, balanced and challenging curriculum by making reasonable adjustments to teaching, the curriculum and the school environment ensuring that pupils with SEND are included in all aspects of school life.

All teachers at Wykham Park Academy and Futures Institute Banbury are teachers of students with special educational needs or disabilities. All teachers plan to include

everyone in their lessons and work is provided at the appropriate level for students to access their learning and make good progress.

Students are grouped in classes according to age and/or ability or subject choice. As there is a wide range of ability in each class, all teaching staff deliver adaptive teaching suitable for all students, to ensure access at all levels.

All staff are made aware of the strengths and needs of the student and are advised on specific teaching strategies for Quality First Teaching.

Assessment for Learning methods are used to support planning for different levels of attainment. The SENCo, Assistant SENCO and Inclusion Team work closely with staff and provide training sessions throughout the academic year.

Differentiation of work for students is built into subject-based schemes of work and the SENCo and Assistant SENCo work with subject leads and individual teachers to provide help, advice and support for students with special educational needs and disabilities.

Teaching and support staff regularly receive training which is aimed at maximising participation, access and achievement of students with special educational needs.

If students are not making progress despite QFT and specific intervention, the SENCo and/or Assistant SENCo will work closely with the local authority to undertake further assessments or provide students with additional specialist provision.

Curriculum Provision

Wherever possible, students and young people will have full access to the National Curriculum, though at times small group teaching, one-to-one sessions or an alternative provision might be provided if this better suits the learning needs of the individual.

Any decision about providing an alternative curriculum will be taken after a full consideration of the individual student's learning needs, data and teacher knowledge of the student's progress to date.

Where students have access to the full National Curriculum, this will be differentiated to take account of each child's particular needs and will be modified to suit each child's academic and personal development.

At the time of transfer from primary to secondary education, all new students undertake tests which are used to help the Academy identify students who would benefit from a small group programme in Key Stage 3. Key Stage 2 SATs results, Key Stage 2 assessments and information from primary schools are also taken into account when making decisions regarding provision for students.

Where students need additional support, they may be placed in a small group for some of their lessons. These small groups may be supported by class teachers or Learning Support Assistants as appropriate. At times, personalised interventions are put in place for students who are not making progress.

There are three waves of intervention:

Wave 1: Quality first teaching and additional support from teaching staff

Wave 2: Interventions

Wave 3: Personalised intervention programmes

Pastoral Support

All students on the Special Educational Needs register have a Pupil Profile which provides teachers with information on the best ways to teach and support each student. These information sheets are written in partnership with students.

The Academy has a robust pastoral system consisting of Colleges, each run by an Assistant Principal who oversees both the academic and pastoral well-being of students. The pastoral team develops close links with students and parents in order to support their overall personal development.

Wykham Park Academy and Futures Institute Banbury also have Nurture provision for students who experience a high level of social, emotional and behavioural difficulties. Students with such difficulties are identified using The Boxall Profile.

New To English

Learning English as an Additional Language is, in itself, not a special educational need. NTE students will receive interventions by an appropriate member of staff. They will be assigned a Learning Support Assistant who can support their integration into the Academy and speed up their acquisition of English. New To English students are identified as students being in the country less than 2 years.

Occasionally, students may have SEND and EAL. Provision for students with SEND is intended to enable them to make the greatest possible progress in the context of the Academy's programmes of learning and in their personal development.

B4 EVALUATING SUCCESS

The success of the Academy's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the SENCo, Assistant SENCo, and subject/key stage leads; pupil progress meetings; assessment data collection and exam analysis; and lesson observations
- progress data for students on the SEND register
- regular monitoring of procedures and practice by the SEND governor
- progress against the Academy Development Plans
- evaluation visits, including OFSTED inspections
- frequent meetings of parents and staff, both formal and informal, to plan Pupil Profiles and targets, evaluate provision and celebrate success.

B5 ARRANGEMENTS FOR COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feels that their concern or complaint regarding the

academy's SEND provision for their child, they should first raise their concerns informally with the SENCo.

We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally in line with our complaints procedure outlined in the Complaints Policy

If the parent or carer is not satisfied with the response, they can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

C Partnership Within and Beyond the Academies

C1 PARTNERSHIP WITH PARENTS

All staff in the Academy will continue to forge home/academy links and encourage parents to be partners in the education process. Parents are involved from the outset and are encouraged to discuss any concerns with teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at their Academy. Parents are consulted before outside agencies are involved and are included, as far as possible, in strategies implemented. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held according to the Academy's calendars, but parents are welcome to arrange meetings at other times to discuss any aspect of their child's progress with subject teachers, college teams or the SENCo. We are happy to arrange, wherever possible, for interpreters to be present for parents with a first language other than English. SEND information and leaflets/audio guides are available in a number of community languages through the academy or SENDIAS.

SENDIAS (https://www.sendiass-oxfordshire.org.uk/) provides a range of support for parents of students with SEND, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of students with SEND at any age or stage.

C2 THE VOICE OF THE CHILD

All students should be involved in making decisions where possible right from the start of their education. The ways in which students are encouraged to participate should reflect their evolving maturity. Participation in education is a process that will necessitate all students being given the opportunity to make choices and to understand that their views matter. Confident students, who know that their opinions will be valued and who can practise making choices, will be more secure and effective learners.

We encourage students to participate in their learning by:

• contributing to reviews and targets (formally or informally)

• talking to teachers and LSAs and about their learning

• class and individual reward systems

• annual ‘My Voice’ Survey

• Academy student councils

C3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The Academy has access to a wide range of education, health and social services professionals available in the region. This includes outreach teachers from Specialist Advisory Teachers, the Communication and Interaction Team, the Service for Students with Physical Disabilities, the Sensory Support Service VI and HI teams, Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. It also includes GPs, the School Nurse, Social Services, the Educational Psychologist and CAMHS.
We are committed to using the expertise and advice provided by other professionals. As an Academy, we can purchase advice as required and monitor the quality of this provision.

C4 LOCAL OFFER

Oxfordshire’s Local Offer

- Provides one place to go for all the information needed
- Helps users to easily navigate their way through very complex information from a range of sources
- Helps users quickly and easily find what they need
- Signposts to support and services
- Provides clear, relevant, transparent and current information in a way that can be understood, accessed by all and trusted

C5 LINKS WITH OTHER ACADEMIES AND TRANSFER ARRANGEMENTS

- SEND records are transferred following agreed procedures
- Primary pupils with SEND are offered enhanced transition opportunities, if required, to Wykham Park Academy and Futures Institute Banbury so that they will become more confident in their new situation at Y7 transition. These arrangements are also in place for students transitioning to Futures Institute Banbury in Year 10.
- Robust transition meetings take place with primary schools prior to transfer
- For pupils with an EHCP, the EHCP is amended by 15 February of the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 5; (or Year 9 for Futures Institute Banbury), the parents’ views and preferences; and the response to consultation by the Local Authority with the academies concerned
- The SENCo, where possible, attends the final annual review of Year 6 pupils with an EHCP when Wykham Park Academy or Futures Institute Banbury have been named
- Representatives from Wykham Park Academy or Futures Institute Banbury visit primary academies to meet parents and pupils before transfer.

C6 STAFF DEVELOPMENT AND APPRAISAL

- The Academy is committed to enhancing expertise in the area of SEND
- There is regular and on-going training for teachers and LSAs
- Whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the academy
- Newly appointed teaching and support staff meet the SENCo as part of their induction to discuss SEND procedures in the academy
- Staff with the NASENCO Award or NPQSENCo are directly employed for the SENCo role.

Service/Agency	**Contact Name**	**Telephone**
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Wykham Park Academy and Futures Institute Banbury – SENCo	Pam Clinton	01295 251451
Futures Institute Banbury - Assistant SENCo	Barbara Kinsella	01295 257942
Wykham Park Academy and Futures Institute Banbury – Regional Board SEN governor	Mandy Lancy	01295 251451