Dashwood Banbury Academy
an Aspirations Academy
Growing together; succeeding together

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Sarah Gordon-Weeks – Principal

Dashwood Banbury Academy

Special Educational Needs and Disability (SEND) information report 2026 - 2027

Dashwood Academy's policy for inclusion is based on the belief that all children should have equal opportunities and access to every aspect of academy life. We aim for a continuum of provision that seeks to meet the ongoing needs of all children in line with the resources and budget available to us. Dashwood Academy is committed to nurturing a strong sense of self-worth and a positive attitude to learning through engagement and purpose. All staff have a responsibility to identify and respond to any child they feel is becoming vulnerable academically, socially, physically, mentally or emotionally.

What is 'Special Educational Needs'?

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'. (Code of Practice 2014)

Who is responsible for SEN in the school?

The day to day management of SEND is the responsibility of the SENCo: Mrs Emily Houlihan, Dashwood Banbury Academy, Merton Street Banbury Oxon OX16 4RX Tel: 01295 263240 ehoulihan@dashwood-aspirations.org The School governor with a responsibility for SEND is Mandy Lancy.

The governor regularly meets with the SENCo and feeds back information to the rest of the schools governing body. The SEN governor and SENCo take part in SEN learning walks three times a year to consider and develop the provision for SEND pupils across the school. The school's inclusion and SEND policy can be found on the policies' page of the school website.

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

In the first instance it is always best to discuss any concerns you have about your child with their class teacher. If issues are not resolved then please get in touch with the school SENCo. Contact details shown above. For complaints contact the Principal.

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

The progress of all pupils is monitored every term by class/subject teachers and the senior leadership team, so that when a pupil is not making expected progress in a particular area of learning the school can quickly identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned. The insight of parents and children are a necessary part of the assessment and planning process. If parents/carers have

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concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns, who will then liaise with our Special Needs Coordinator (SENCo) as appropriate.

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

If the school has concerns that a child is finding certain aspects of learning hard, then we will bring together all the information needed to get a more detailed picture of the child's needs. The school uses Oxfordshire County Council's 'Identifying and Supporting Special Educational Needs' handbook (2017) as a way of identifying if there is a SEND and what levels of support should be expected. It 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

For pupils that need SEN provision, the school operates a graduated response to their needs. This acknowledges that some children will benefit from specific support from school or external agencies and as such will be categorised as requiring SEN support. They will be placed on the school's SEN register which is monitored centrally by the local authority.

What support is available for a child that requires SEN?

This will vary depending on the child's needs but can include:

- Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand or pre teach new vocabulary.
- 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 adaptations needed to the physical environment to help with access to learning.

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

An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It also explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life. They are written in consultation with professionals, parents/carers and the child.

What specific resources does this school offer?

A range of support is available throughout the school (this list provides an overview but is not exhaustive):

Cognition and learning: Literacy - Reading Recovery Programme using graded phonic books (individual) – Lexia is a 1-1 programme used online - Accelerated Reader helps pupils to engage in reading as well as providing vital reading age data. - Toe by Toe - Direct Phonics (group) - Precision teaching (individual word reading) - Differentiated phonic and spelling in targeted groups - Paired reading - Write from the Start (handwriting) - Pre teaching vocabulary Maths - Numbers Count (individual / or small group) - Small group interventions

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using PiXL - Use of additional resources such as numicon to support the CPA approach (concrete, pictorial, abstract)

Social, emotional and mental health: - SEAL (language, social and emotional development, group) ELSA (Emotional Literacy Support Assistant) - Individual Behaviour Plan or a Pastoral Support Plan - Risk Assessments - Planning for transition times - Individual visual timetable - Thinking zone areas in every room - Allocated classrooms to regulate emotions

Communication and interaction: - Spirals programme (using language skills to teach social skills, group) - Individual social stories - Talk Boost – a structured programme to boost a children's communication - Language for Thinking - Lego Therapy

Sensory and/or physical: - Occupational Therapy - Disabled toilet and changing facility - Alternatives to traditional written formats considered, i.e. use of laptops, IPads - Use of sensory resources such as chew toys or lights - Allocated classrooms to regulate emotions - Sensory circuit intervention.

What specialist expertise does the school have access to?

There are members of staff within the school with specific expertise in SEN as well the ability to call on external experts:

Internally:

- Special Educational Needs Co-ordinator (SENCo) that regularly reports into the Senior Leadership Team and the Governors - Teachers who are regularly trained and briefed by the SENCo to ensure their practice is up to date and differentiated outcomes for all learners are secure
- Trained teaching assistants that can deliver specific, targeted interventions

Externally:

-Educational Psychologist (This is a traded service and the school can buy into it, if required).
- Outreach support from specialist schools (funded by the local authority, Oxfordshire County Council)
- Early Years Special Educational Needs Inclusion Teacher (EYSENIT)
- Speech and Language Therapist
- Special Educational Needs Support Service (SENSS): Communication and Interaction Service; Physical Disability Team; Visual Impairment Team; Hearing Impairment Team
- The Integrated Therapies Team (Physiotherapy, Occupational Therapy, Speech and Language Therapy)
- Behaviour and inclusion Support
- School Health Nurse
- Getting Help (Formerly PCAMHS) consultation line - We work with Social Care and Parent Partnership and the HUB. All external partners we work with are checked in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service. Both school and parents/carers can access a wider array of services by searching through the local authority's Local Offer (via Oxfordshire County Council Website) -

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https://www.oxfordshire.gov.uk/residents/children-education-and-families/oxfordshire-send-local-offer

What training have the staff supporting children and young people with SEND had or are having?

We regularly invest time and money in training our staff to improve provision and to develop enhanced skills and knowledge. Our special Educational Needs Co-ordinators (SENCo) is a qualified and experienced teacher. All our teachers hold qualified teacher status and all staff members, including TAs and HLTAs, receive regular training to best support our pupils with SEND, for example in Autism, Speech and Language needs, supporting communication and interaction needs and adaptive teaching.

How is a pupil with SEND monitored to ensure they are making progress?

All pupils on the SEN register will have an Individual Pupil Profile or Individual Behaviour plans, that clearly state strengths and weaknesses and the relevant strategies/interventions needed to work towards achieving anticipated personal outcomes. These pupil profiles and outcomes are reviewed and updated three times a year and the rates of progress made will inform what the next steps will be in their learning. The school 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 are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will report from the SENCo on the progress of pupils with SEND.

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

Annual reports, interim reports and two Parent' Evening meetings give all parents and carers regular feedback on their child's up to date academic levels, individual reading, writing and maths targets and any behavioural, emotional or social difficulties. Where appropriate, parents/carers may be contacted mid-term to discuss the support that the school is providing and how they can help their child at home: this may be a phone call or a meeting. Pupils' 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 all of our pupils is our primary concern at Dashwood Banbury Academy. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) are integral to our curriculum. Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need. Our Behaviour Policy, which includes guidance on expectations, rewards and consequences, is fully understood and in place by all staff. We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence. Relevant staff are

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trained to support medical needs and in some cases all staff receive training. We have a medical policy in place. Pupils' views are sought through school council, pupil voice surveys and other forums.

How will my child/young person be included in activities outside the classroom including school trips?

Our SEND Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.

How accessible is the school 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. Our policy and practice adheres to The Equality Act 2010. We monitor the languages spoken by families in our settings and make use of translation sites via our website and endeavour to arrange for a translator to attend meetings when necessary.

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

We have an Induction programme in place for welcoming new learners to our setting. We have very good relationships with the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition. 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 pupils.

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/SLT oversees all additional support and regularly shares updates with the SEN Governor.

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

We work in partnership with parents to support each child's well-being, learning needs, progress and aspirations. We operate an open-door policy to allow parents to contact their child's class teacher with ease. Parents are invited to become involved in school-life through a number of means e.g. the PTA, parent forums, hearing children read and on-going invitations to school events throughout the year. We host regular parent focus groups to model our approaches to learning in various subjects, giving parents the confidence to support their child's learning at home. More recently we have begun running coffee mornings

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for parents of our SEN pupils. This has given parents the opportunity to build relationships with other families, and also to develop their knowledge of how best to support their children with advice from professionals working in the SEN sector. Our Governing Body includes Parents Governors/representatives.

If you require any further information or have any queries then please do not hesitate to contact me.
Emily Houlihan, Special Educational Needs Coordinator Dashwood Banbury Academy.
Date of Review: April 2027