



SEN/D Information Report

Icknield Community College SEN/D Information

The link to Oxfordshire County Council Local Offer:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

The link to government advice pages on SEN/D:

<https://www.gov.uk/children-with-special-educational-needs/overview>

About our School

Icknield Community College is a mainstream school, which provides for students with a wide range of Special Educational Needs and Disabilities, including those with:

- Communication and Interaction needs - this includes students who have speech, language and communication difficulties, problems with social interaction, slower processing difficulties and includes students with autism spectrum conditions
- Cognition and Learning needs - this includes students who have learning difficulties and specific learning difficulties, for example dyslexia, dyspraxia and dyscalculia
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs - this includes students who have visual or hearing needs, or a physical disability that affects their learning.

The above four SEN/D categories are definitions of special educational need found in the Special educational needs and disability Code of Practice: 0 to 25 ([January 2015](#))

Who to contact

Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) is the Head of Student Services, Mrs. Sam Walkley (sam.walkley@icknield.oxon.sch.uk). You can also contact the SEN/D Administrator, Sarah Uhart (sarah.uhart@icknield.oxon.sch.uk); 01491 612691

Our SEN/D Governor is Mrs Kate Bodle (SENgovernors@icknield.oxon.sch.uk)



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How do we identify and give extra help to students with SEN/D?

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a student has a Special Educational Need or Disability
- How we assess students and plan for their Special Educational Needs or Disability and how we adapt our teaching
- Ways in which we can adapt our school environment to meet each student's needs
- How we review progress and agree outcomes and involve parents/carers and students in the decision-making processes.

Please see the link above to read Oxfordshire County Council's guidance. Please also see our provision map which documents our support structure and extensive interventions.

How do we work with parents/carers and students?

We will always contact parents/carers if we have a concern that their child may have a Special Educational Need or Disability.

We work closely with students with SEN/D and their parent/carers to agree outcomes, how we will all work towards these and then to review progress. We do this by holding annual reviews, regular SEN/D review meetings (a minimum of three each academic year), parent evening meetings, phone calls and email contact when appropriate.

There are also opportunities for parents/carers and students to contribute to our policies on SEN/D and equality. We do this via:

- Discussions with staff in the Student Services team
- Listening carefully and responding to suggestions or concerns during our SEN/D Review Meetings

Governors also play an important role in reviewing the SEN/D and other related policies.

Adapting the curriculum

We offer a broad and balanced curriculum for all students including those with SEN/D. Details are published on the school website and can be found under the heading of [Curriculum](#) in the Student Information tab which is then also broken down in to individual subjects which you will find under the [Subjects](#) tab on the Home page.

The vast majority of student need is met through Quality First Teaching, in-class support from the teacher and differentiated resources. The way we adapt this for students with SEN or Disabled students is set out in the school offer.



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For some identified students we offer opportunities on specialist courses from Year 10 onwards in association with appropriate providers in Oxfordshire and Buckinghamshire.

What expertise can we offer?

All staff within Student Services will have training at county and national level, on a variety of topics that affect children with Special Educational Needs and/or Disabilities, including conditions affecting current students in school.

Our team of teaching assistants have received a breadth of training to promote the progress of all children with additional needs, including supporting young people with Autism Spectrum Conditions, pupils with literacy needs and those who need interventions to boost self-esteem and confidence.

All teaching and support staff have received training in Quality First Teaching to meet the needs of all learners. This training is on-going as part of the school professional training plan and is a key focus. We hold training for staff in supporting students with exam access arrangements and getting the most out of SEN/D reviews. We also ensure that specific, individual information for supporting students with SEN/D is disseminated to relevant staff in a timely and consistent manner.

We utilise a range of specialist support services as appropriate, including:

- Educational Psychology
- SENSS (Special Educational Needs Support Services), who support students with communication and language needs, sensory, and physical needs
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire Inclusion and Re-integration Team
- Various NHS therapy services
- The Local Authority Early Intervention team
- Children's Social Care
- Virtual School
- LCSS
- Hospital School
- School Nurse
- School Counsellor

We also work with other services and organisations which are involved directly with the family (with the family's permission).

We always discuss the involvement of specialist SEN/D services with parents/carers first.

Information about these services and what they offer can be found on the Oxfordshire County Council SEN website ([link above](#)).



How do we know if SEN provision is effective?

The progress of all students is tracked throughout the school via progress reviews, three times each year. In these meetings, the student's data is considered and an action plan is created with the feedback from parents, student and all staff who have worked with the

student. A student's progress is also monitored by the Progress Manager for that year group, who analyses progress data.

In addition, we regularly review progress towards agreed outcomes assessing whether the support that has been put in to place has made a difference and what we need to do next. We evaluate this progress in our regular Raising Achievement Panel meetings, where the SENDCo, Progress Manager and Leadership Team link for each year group, discuss each student and put together individual Raising Achievement Plans for them.

Middle and Senior Leaders within Faculties monitor the progress of SEN/D students through writing 4i models after each grade collection. Individual class teachers track and plan for the progress of the SEN/D students they teach through writing class profiles, which are again updated after each grade collection.

When we run special intervention programmes for groups of students we assess how successful they have been and use that information to decide on how best to continue with support in the future; this is analysed by the SENDCo regularly across the year.

The Governing Body evaluates the success of the education that is provided for students with SEN/D through the Student Achievement Sub-committee.

How are students with SEN/D helped to access activities outside of the classroom?

All students are included in activities and trips (with risk assessments, where needed) and in accordance with duties under the Equalities Act 2010. We talk to parents/carers and students when planning trips so that everyone is clear about what will happen and offer support when needed.

There is information about activities and events for disabled children and those with SEN/D in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Access Arrangements

Access Arrangements can be organised for students who have a documented history of need within school that is their normal way of working. There are several types of arrangement, ranging from supervised rest breaks, extra time, readers and scribes, to special rooming. Access Arrangements provide an equal playing field for students who have a Special Educational Need. For example a student with severe literacy difficulties may need additional time to process information and to formulate a written response. In order for a student to qualify for Access Arrangements we have to show that the student meets the



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requirements of the Joint Council for Qualifications (JCQ). This involves collation of evidence from subject teachers demonstrating that there is a need for this particular provision and an assessment undertaken by a specialist teacher. The provision must be the students normal way of working within the school.

For students who have a medical or one-off type of emergency and need exam considerations (for example bereavement, broken bones), please contact our Examinations Officer, Mrs Cheryl Merritt (cheryl.merritt@icknield.oxon.sch.uk)

What do we do to support the well-being of students with SEN/D?

All students have the opportunity to share their views through:

- Conversations with their tutor and from teaching and support staff.
- School Council representatives - SEN/D students are always represented on the Student Council
- Students with SEN/D also have the opportunity to become buddies in Yr 10, Prefects in Yr 11, Anti-Bullying Ambassadors, Library monitors and other positions of responsibility within the school.

We listen to the views of students with SEN/D and to parents/carers, by:

- Conversations with our Student Services staff
- Through meetings and SEN/D reviews, where the 'voice' of the student and parent/carer is expressly sought and noted
- Conducting regular student voice activities for learners with SEN/D

We take bullying very seriously, and monitor incidents on bullying according to Protected Characteristics¹, including disability related discrimination.

Age, sex (including transgender), race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, marriage or civil partnership.

Joining the school and moving on

We encourage all new prospective students and parents/carers to visit the school before starting. For students with SEN/D we:

- Work closely with primary (catchment) partner schools, so that students and parents/carers can visit the school to observe a usual school day and to meet relevant staff on a number of occasions
- Organise additional tours of the school, as required
- Hold meetings with the SENDCo and other SEN/D and pastoral staff, including the Progress Manager for Year 7, allowing time for parents/carers to talk through the specific needs of their child.
- Encourage parents/carers to visit a variety of schools, to ensure a balanced perspective



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- We begin to prepare students for transition into the next stage of their education or training in a number of ways:
- Supporting choices for GCSE and vocational courses - for example, in conversation with students and parents/carers at the Year 9 Guided Choices Evening
- Through their Citizenship lessons
- Visits to Post-16 providers
- Conversations with tutors, students and parents/carers when students are in Year 10 and Year 11
- Information, advice and guidance from our Careers Coordinator, Mrs Helen Richardson, to ensure all students with SEN/D have guidance and support in appropriate provision post 16
- “Moving On” plan for all students with an EHC plan
- Annual Careers Convention
- Mock Interview programme

Please see links on the SEN/D page to the: Local Authority Offer; School Offer; and, our SEN Policy.