

The **GALLERY TRUST**



A community of special schools



Bloxham Grove
ACADEMY

Special Educational Needs and Disabilities (SEND) Policy

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Introduction

Bloxham Grove Academy is a special academy for children and young people, up to the age of 18, with complex special educational needs and disabilities. All of our students are individuals and we pride ourselves on taking a personalised approach to their provision. Students have Education, Health and Care Plans (EHCPs) and our area of expertise supports students with Moderate Cognition and Learning Difficulties, Autism and/or Social Emotional and Mental Health needs. All of our students have some form of cognition and learning needs.

We are situated in Bloxham, approximately 3 miles outside Banbury and our vision is to support the needs of students who live in North Oxfordshire. The Academy currently has 77 students on roll and we will gradually increase our student numbers over the coming years. When full, Bloxham Grove Academy will have approximately 100 students on roll between the ages of 7 to 18, with students in Key Stages 2, 3, 4 and 5.

All our students are encouraged to develop their personal and social skills, alongside their academic potential through a vocational and values led curriculum. This ensures that all our students are encouraged, valued and respected.

We are a member of The Gallery Trust, a special multi-academy trust based in Oxfordshire. The Gallery Trust is dedicated to providing outstanding education and support for children and young people with SEND.

The range of our students' needs

- **Cognition and Learning Needs**

This encompasses a range of learning difficulties including dyslexia, dyscalculia and dyspraxia.

Our students also have a wide range of secondary special educational needs including;

- **Social Emotional and Mental Health needs**

These needs may manifest themselves with anxiety or depression, self-harming, substance abuse, eating disorders or other physical symptoms. Students may have disorders such as attention deficit hyperactivity disorder (ADHD) or attachment disorder.

- **Communication and Interaction needs**

These include students who have speech, language and communication difficulties as well as encompassing students who are on the autistic spectrum.

- **Sensory and/or Physical needs**

These include students with vision impairments (VI), hearing impairments (HI) or a multi sensory impairment (MSI).

How do we identify and support children with SEND?

Admissions to Bloxham Grove Academy are managed by Oxfordshire Local Authority and all children must have an EHCP in order to be offered a place with us.

Provision

Our students are educated according to their stage, rather than their age and this can mean students are working alongside peers who may be in a different year group however we do ensure that all students are working within their key stage as we are guided by the National Curriculum.

Average class sizes are 11 students, and teaching is provided by qualified and knowledgeable staff with a high staff to student ratio (4:1).

At the heart of the work in every class is a continuous cycle of assessing, planning and teaching which takes account of the wide range of abilities, aptitudes and interests of our students.

In addition to academic assessments, the following documents are used to ensure that each student's individual needs are met and individual progress is assessed and celebrated:

- **Individual Education, Health and Care Plan profiles (IEHCP)**

This document enables the class teaching team and the Leadership team monitor that all the provision stated in the Education Health and Care Plan (EHCP) is in place, live in practice and is updated to reflect the needs of each student

- **Emotional and Social Growth assessment grid**

This assessment is looking towards health, social and emotional development rather than 'good' behaviour. How students behave often reflects their internal emotional experiences and previous social expectations and this assessment grid takes this into account.

The student's ability to form trusting relationships is at the centre of this approach. Promoting imaginative, creative play supports development and is a good measure of emotional health. Our aim is to enable the student to be able to reflect on their own experiences and feelings, and to learn to communicate these with others in an appropriate and safe way

- **Termly Outcome Plans (TOPs)**

Each student has a TOPs document which is based on the longer term outcomes stated in their EHCP. These targets are often co-constructed with parents/carers and the student and form the focus of interventions, small group and individual work throughout each term. This document is shared with parents/carers three times a year.

Ensuring the curriculum meets the needs of our students

We believe that all our students are entitled to a broad and balanced curriculum and we work hard to ensure that students are able to access all areas of learning at Bloxham Grove Academy. We recognise the importance in offering our students the need for increased opportunities for communication and interaction, functional maths and English, PSHE, cooking, art, outdoor learning, PE and vocational learning.

In Key Stages 2 and 3 our students follow a Thematic Approach to Learning (TAL) curriculum model that encourages them to make links between the subject areas. As they move through the school, students follow a Skills for Life curriculum model in Key Stage 4, which then becomes more personalised within the Post-16 provision. Further information can be found in the 'Curriculum' section of our website.

Monitoring

Provision is monitored by:

- Observing Teaching and Learning through learning walks, Challenge and Support visits by The Gallery Trust and through Teacher and Support Staff appraisals
- Termly analysis of students' progress data
- Regular review of the school's Raising Achievement Plan (RAP)
- Student voice
- Scrutiny of students' work
- Scrutiny of TOPs
- Regular meetings with parents/carers to discuss TOPs targets

- Regular meetings with therapists and other agencies

Responsibilities

The Leadership Team's responsibilities are to:

- oversee the day-to-day operation of the academy's SEND policy
- liaise with other academies within the Trust and parents regarding admissions of new students
- oversee the transition arrangements for new admissions
- coordinate provision for students, liaising and advising teachers
- monitor TOPs, report on progress and identify areas for improvement and areas of outstanding progress
- oversee the records of all students
- liaise with parents/carers of students
- contribute to and organise the training of staff
- liaise with external agencies including the Education Psychologist, Speech and Language Therapist, Occupational Therapist, as well as other professionals

Teachers' responsibilities are to:

- provide an adapted curriculum which meets the needs of each individual student
- ensure the Individual Health and Care Plan profiles are evaluated and updated
- undertake appropriate training relevant to an individual student's needs
- refer any concerns regarding students to the appropriate member of the leadership team, involving parents/carers and external agencies as appropriate
- review the student's TOPs with parents/carers at key points during the school year
- prepare a report on progress towards the outcomes of the student's EHCP

The Local Advisory Board (LAB) responsibilities are to:

- monitor the progress of students and consider how student needs are being met through school visits and scrutinising reports
- review the SEND policy

The Annual Review Process

In addition to the termly reviews of the educational part of an EHCP (TOPs), each student will have an annual review of their EHCP. Parents/carers will be notified of the date of the meeting in a timely manner and at least 2 full weeks beforehand. It is hoped that this can be a face to face meeting at Bloxham Grove Academy, but online meetings are also available.

The following information is gathered for the review:

- the current EHCP
- a report from the teacher specifically relating to progress towards outcomes over the previous 12 months
- any reports provided by additional professionals
- a parent/carer comment form, which is sent out with the invitation
- a student comment form, with students supported to complete the form by a member of staff, if necessary

Attendance at the review

Parents/carers and all professionals currently involved with the student receive invitations to attend the review. These professionals may include the Local Authority SEN Officer, therapists, specialist teachers or social workers. Parents/carers are welcome to invite a member of SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) to support them if they wish and at times we will suggest that this takes place. If any professionals cannot attend, they will be asked to submit a written report in advance of the review. If a parent/carer cannot attend the given date, every attempt is made to agree a mutually convenient time and date as their input is valuable in this process.

Students may attend some or all of their Annual Review meeting to discuss and comment on their progress since their last review. The student is at the centre of the review and as such they contribute to the process along with the attending adults. Our students often have a unique knowledge of their own needs and views about what help and support they would like to have and are encouraged to participate in the decision making process.

The following agreements are discussed in the meeting:

- are new long-term outcomes needed
- are any other changes to the plan needed to be made

This information is recorded on the Record of Annual Review (ROAR) form and sent to the Local Authority SEN Officer to action.

If a student is in year 5 then the Annual Review meeting is regarded as a Transition Annual Review to discuss whether the placement is still appropriate. The Local Authority SEN Officer will be invited to attend. From year 9 onwards, the EHCP must include a focus on preparing for adulthood, with outcomes devised to facilitate this. It must take account of the student and parent/carer's aspirations for their Post-16 and beyond. Actions are identified relating to ways of supporting the student to gain the skills or experiences required to help achieve their goals. These actions are reviewed and reported on in the following Annual Review.

Partnership with Parents and Carers

We pride ourselves on forming positive working relationships with all our parents and carers and offer regular opportunities for informal meetings, catch

up conversations either by telephone or email, in addition to scheduled meetings throughout the year.

The class teacher is our families' first point of contact, but in some cases a member of the Pastoral Team or Senior Leadership Team may support individual families.

Admission Arrangements

Admissions to Bloxham Grove Academy are managed by Oxfordshire Local Authority and all children must have an EHCP in order to be offered a place with us. Please see our Admissions Policy for further information.

As part of our admissions procedure we welcome visits from parents and carers to gain a deep understanding of their child's needs. We also engage with other professionals working with the child to begin to plan our provision for each individual.

We offer each parent/carer a Post Admissions meeting shortly after their child joins Bloxham Grove Academy. This gives everyone the opportunity to discuss the provision in place and make changes if necessary.

If we suspect that a child has an unidentified SEND in addition to their existing diagnoses, we will speak to their parents/carers before agreeing on the next course of action, e.g. seeking external professional support.

Resources

SEND resources are allocated to the academy through the Local Authority, for example equipment and any additional specialist resource e.g. Speech and Language Therapist (SaLT) and Occupational Therapist (OT) that are required. Bloxham Grove Academy does not have on-site specialist resources. Our teachers provide an adaptive curriculum for our students and any additional needs are provided for according to each student's provision outlined in their EHCP. We are committed to providing appropriate equipment and equal access to high quality learning experiences which support a student's individual needs.

Ensuring the SEND provision is effective

We use parent/carer and student voice to monitor the effectiveness of our provision. This can be via informal conversations, by our frequent parent/carer questionnaires or by feedback at school council meetings. In-house assessment procedures and progress data are monitored and analysed by Senior Leaders and by the Trustees through our Challenge and Support visits. In addition, our Annual Review meetings ensure an additional opportunity to evaluate the individual outcomes of our learners and the overall effectiveness of our SEND provision.

Additional Documentation

- SEN Code of Practice 0-25 years September 2014
- Individual Education, Health and Care plans profile
- Termly Outcome Plans
- Emotional and Social Growth assessment grid
- Parent/Carer comment form
- Student comment form
- Record of Annual Review (ROAR)