

Special educational needs (SEN) information report

Establishment Name:	The Bicester School
Report Compiled by:	Nicola Laverick
Date completed:	1 st March 2023

TYPE OF SUPPORT	NUMBER OF PUPILS
Special educational needs (SEN) support	Year 7 30 Year 8 37 Year 9 35 Year 10 44 Year 11 45 Year 12 3 Year 13 1 TOTAL 195
Education, health and care (EHCP)	12 (1 draft)
Education, health and care (EHCP) applications	2 (3 being prepared for EHCNA)
Education, health and care (EHCP) coming up from Year 6	5 (1 going to tribunal)

Year group	Number in cohort	Number with SEND	Number with EHCP (% of cohort)	Proportion of cohort with SEND %
7	205	30	1	15
8	186	37	4	20
9	211	35	1	17
10	274	44	3	16
11	258	45	3	17
Total	1134	195	12	17%

12				
13				
Total (inc 6th form)				

Primary need:

Year	C&I & ASD (EHCP)	C&L (EHCP)	SEMH (EHCP)	D (EHCP)	total
7	6 (1)	20	1	2	30
8	7 (2)	21	5 (1)	(1)	37
9	6	22	3	4	35
10	4 (2)	21	15 (1)	1	44
11	5 (1)	31	2 (2)	4	45
12	2	1			3
13		1			1

C&I: includes children diagnosed as having ASD, ADHD, ADD

C&L: includes children with a specific learning disability such as dyslexia

D: Includes physical as well as visual or auditory difficulties.

Some children may have more than one need – the table above details their major need.

This report details our arrangements for admitting and engaging with SEND learners. The report complies with section 69 of the Children and Families Act 2014 and regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014, where appropriate. This report also complies with section 6 of the Special educational needs and disability code of practice: 0 to 25 years. The report also provides information as to the plan prepared by the governing body or proprietor under paragraph 3 of schedule 10 to the Equality Act 2010.

The information published is normally updated annually however any changes to the information occurring during the year will be updated as soon as possible.

Name and contact details of the SEN co-ordinator.

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The kinds of special educational needs for which provision is made at the school

At TBS we are proud in delivering quality first lessons. We assess our students, identify any additional need or barrier to learning and where necessary place them into a waved program. If students need specific interventions, bespoke programmes are accessed through the local offer in our Learning Centre. The Centre supports those with C&I, SEMH and C&L needs with a range of interventions focusing on improving literacy, spelling, numeracy, SEMH, interaction and communication and emotional regulation. Effectiveness of interventions are reviewed in a cyclical assess, plan, do, review cycle with the student at the core of what we do.

Local offer and support services

For support and services for SEND please click on the below link where the local offer is published.

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

SEND Code of Practice 0-25:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEND students are part of a waved intervention program which supports students with any additional needs, including quality first teaching. Students are encouraged to be part of the Learning Centre's ethos, where barriers to learning are addressed and supported. Recognising student's strengths enables students to feel that they can achieve. SEND students are encouraged to join in extracurricular activities and be part of whole school life. Students with SEND are encouraged to go on school trips available and support is made available to enable this to happen.

Consultation and working with parents of young people with SEN's.

There is a robust assessment and review process at TBS which involves parents being informed of progress via meetings, letters and phone calls. Progress towards outcomes of children with an EHC Plan are communicated through regular review and outcome meetings.

Consultation with young people with SEN about their education

Learning passports are a vital tool at TBS. Parents and students' views are sought in their development and they are updated throughout the school year. Learning passports are used by staff to inform the pedagogical approach during lessons to ensure children make progress alongside their peers.

Students with an EHC Plan

Year	7	8	9	10	11
Number with plan	1	4	1	3	3

To date (March 2023) we have 12 pupils with an EHC plan in school, including one at draft stage. Each plan is reviewed annually with the student, their parents, any other interested professional such as SENS, occupational therapists and SEN staff. At times the SEN Officer from OCC joins us.

Goals are revisited and new ones made or new strategies put in place to support our pupils achieve their goals. During year 11 reviews are held early so that post-16 plans can be discussed and the appropriate applications made to their next educational provider.

The school receives consultations during the pre-ceding Summer and Autumn term for pupils entering year 7 in the September.

To date we have responded to approximately 40 Consultations for entry in September 2023. We have been confirmed as the placement school for five of these pupils and would expect to receive more. One of those five is currently going to tribunal and we believe that another is considering appeal. As far as is possible we attend annual reviews for these children at their primary school in the academic year prior to entry to us.

Enhanced transition plans will begin for these pupils in the Spring term and in the summer term we plan to enable named TA's to visit them in their primary schools. The pupils are invited to spend a morning with us during the later summer term to familiarise themselves further. We would also invite parents to a meeting with the SEN team. The children are invited to visit as often as parents and their teachers feel necessary to prepare them for the move. Whilst this

was “halted” somewhat during Covid last academic year we were able to re-introduce this with good effect. Our pupil with an EHCP in our current year 7 was advised to go to a specialist provision and after many pre-visits started in September and has been a real success.

Support for pupils with an EHC plan

Our small group of TA’s support wherever possible in core lessons for pupils with an EHCP. There is also one available at all times within our SEND department to support any pupil who needs to attend if they are not coping in a particular lesson. Pupils are able to use “time out” to come to us. We also suggest that “high end” SEND pupils come to us when they are obviously dysregulated and not necessarily recognising that this is so.

Arrangements for the admission and transition of disabled pupils

There is a rigorous process of transfer which involves members from the school team visiting each primary school. Information is collated and pretransfer days are planned for vulnerable students to ensure they feel comfortable in the environment and develop key relationships prior to year 7. TBS has a strong stance on bullying and the anti-bullying measures are communicated through the pastoral programme.

Steps taken to prevent disabled pupils from being treated less favourably than other pupils

Steps are taken to ensure children with disabilities are catered for which includes their physical environments. Upon knowledge of transfer an action plan is created which involves required stakeholders to make reasonable arrangements to ensure a disabled child is treated fairly. There is an identified member of staff who will complete welfare checks to ensure the child is settling into the school.

The facilities provided to help disabled pupils to access the school

TBS has wheelchair access across the site and lifts are available for access to higher floors in all buildings except one.

Actions to increase the extent to which disabled pupils can participate in the school’s curriculum

Disabled pupils can participate fully in school life and have access to all parts of the curriculum. Staff are trained to support children and young people with special educational needs with a

personalised approach to cater for all individuals. The school adapts the broad and balanced curriculum and learning environment for pupils with special educational needs and has bespoke interventions for those who require extra support.

Improving the physical environment of the school to increase the extent to which disabled pupils can take full advantage of opportunities offered

Lifts and ramps are available throughout the school to enable access to all buildings. In any area where there is no lift to upper floors timetables are adjusted so that their lessons are on suitable rooms on the ground floor.

An improvement would be to improve and update the ramps around the site and to install a lift in the area where there currently is not one.

SEND Funding

Budgeting within SEND is used to support learning platforms such as Lexia, memrise, seneca. These are used regularly by students to develop ability.

We have a specialist teacher, trained in Reading Recovery, who works 1-2-1 with pupils reading. Our budget is also used to purchase appropriate reading material. Pupils accessing books are often offered material which has words aimed at their reading age but not their chronological age. Budget has been used to purchase books from publishers such as Barrington Stokes who produce books age and reading age appropriate. Pupils working in small groups to develop literacy are able to request for books to be purchased which they can read as a group. These are purchased where appropriate and support a desire to read by our pupils.

It is also use to purchase input from an Educational Psychologist who supports us with strategies for some of our most high profile pupils.

Staff Development

This year, similarly, to last year, we have organised time with the Educational Psychologist to provide CPD to department staff around supporting pupils with ASD in the classroom.

Our SENDCo completed the NASENDCo in December 2022 and is following exam board in June will receive the qualification. One of the assistant SENDCos already has the NASENDCo qualification.

Areas within SEND are brought to staff awareness at weekly briefings, noticeboards in the staff room are updated with SEND information and occasional CPD is delivered by the SEND team to the wider staff body.

Staff can apply for courses in the same way all staff do so within TBS. There are various free courses run by SEND organisations.

Work with External Agencies

SENS – We work with the C&I advisory team having termly meetings to plan visits and discuss pupils whom may need support.

Educational Psychologist – Bought in to service to assess and plan interventions and strategies for high profile pupils.

CAMHs – communication when pupils are referred or awaiting assessments.

OXIT – we confer with OXIT if we have concerns about a pupil's behaviour which may result in an exclusion. This is aimed to be proactive rather than reactive when it is too late.

Exclusion and Reintegration Team: we seek advice from the team if one of our children is at risk of exclusions to ensure that we are doing everything we can to prevent this from happening.

Charities: e.g., Tourette's Action, Oxfordshire Dyslexia Association, ASAD support. We approach voluntary or charitable organisations and direct parents towards them if we believe that they are able to offer additional advice and support.

Concerns centre around the lack of time available for services to support pupils. They are vastly oversubscribed and are mainly seeing pupils closer to crisis point. Therefore when they are able to see our pupils they are closer to crisis than they could be.