



The Bicester School

Special educational needs (SEN) information report

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: [SEND Policy](#)

Note: If there are any terms we have used in this information report that you are unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD) Attention deficit hyperactivity disorder (ADHD) Attention deficit disorder (ADD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	EBSA
	Anxiety disorders
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child

Pupils are supported by their subject specialist teacher in class who will have the best knowledge of how to impart knowledge in their subject.

Additionally, we have a small team of teaching assistants, who, for example, support pupils in lessons and offer small group sessions within the SEN department to enhance literacy ability, develop social and emotional skills etc.

We also have access to external professionals whom we can call upon if necessary. Such professionals include advisory teachers for the deaf or sight impaired, the communication and interaction team and an Educational Psychologist.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Nicola Laverick.

Mrs Laverick has 5 years' experience in this role (previously assistant SENCo) and has worked at The Bicester School since qualifying as a mathematics teacher in 2010. She achieved the National Award in Special Educational Needs Co-ordination in December 2022. She is allocated 10 hours a week to manage SEN provision.

Assistant SENCOs

We have two assistant SENCo's:

Mrs Andrea Williscroft who has a responsibility for pupils transitioning from year 6 and years 7 and 8. She has worked at the school for 17 years. Initially as a TA and then as an HLTA until qualifying as a mathematics teacher in 2017

Mrs Sarah Masterson (0.6) is a qualified SENCo who takes on responsibility for the majority of annual reviews for our higher needs pupils. She qualified as a SENCo in 2016. She has taught PE at the Bicester School since 2004.

Class/subject teachers

All our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

We have also offered PDP with our Educational Psychology team and other relevant professionals.

Teaching assistants (TAs)

We have a small team of five TAs, including one higher-level teaching assistant (HLTA).

Included within this number we have an ELSA trained TA. Her role is to support the emotional wellbeing of pupils. She received training from a team of educational psychologists and receives ongoing group supervision.

A further TA offers zones of regulation support 1-2-1 for pupils who may become dysregulated. She can work with them to develop strategies with which to regulate and therefore minimize the time spent out of lessons

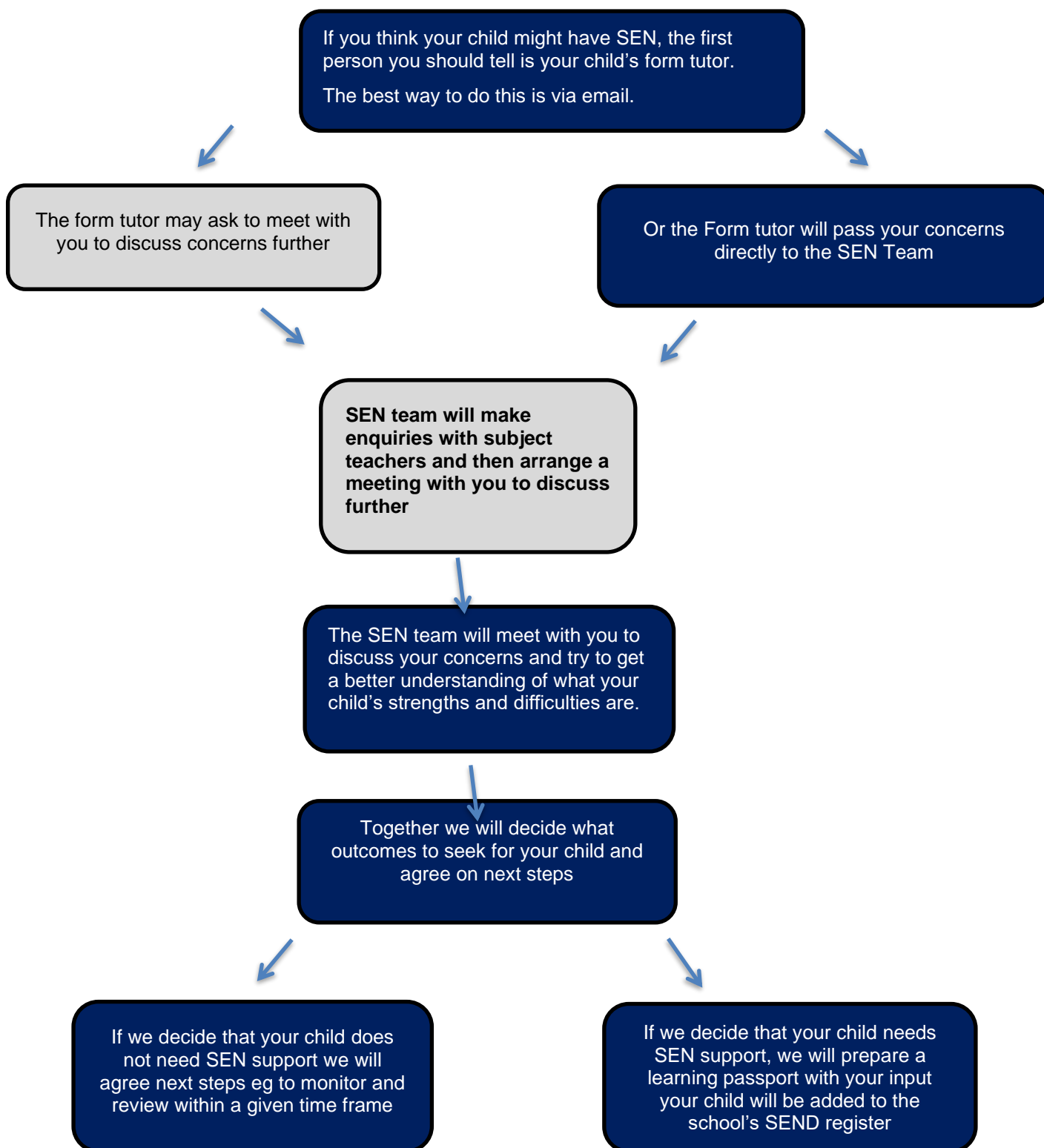
External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- School nurses

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- County Attendance Team
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

All our teachers are aware of students who might need extra support and frequent monitoring of pupils via classwork, homework and assessments highlight anyone who is not making the usual progress in their work or social life.

If a teacher notices that a student is falling behind, they will try to determine if there are any gaps in their learning. If they find a gap, they will offer extra help to fill it. Students who do not have special educational needs (SEN) usually catch up quickly once the gap is filled.

If the student is still struggling after this extra help, the teacher will talk to the SENCO (Special Educational Needs Coordinator) and may contact you to discuss whether you believe your child needs extra support.

The SENCO may talk to your child's teachers to see if there have been any changes in how they are doing or behaving. They might compare your progress with other students in the class and year group.

The SENCO may then ask you to meet so that you can discuss how best we can support your child. We may also invite your child to the meeting so that they are fully involved in plans about them. If necessary, we may also seek the advice of additional professionals such as an Educational Psychologist.

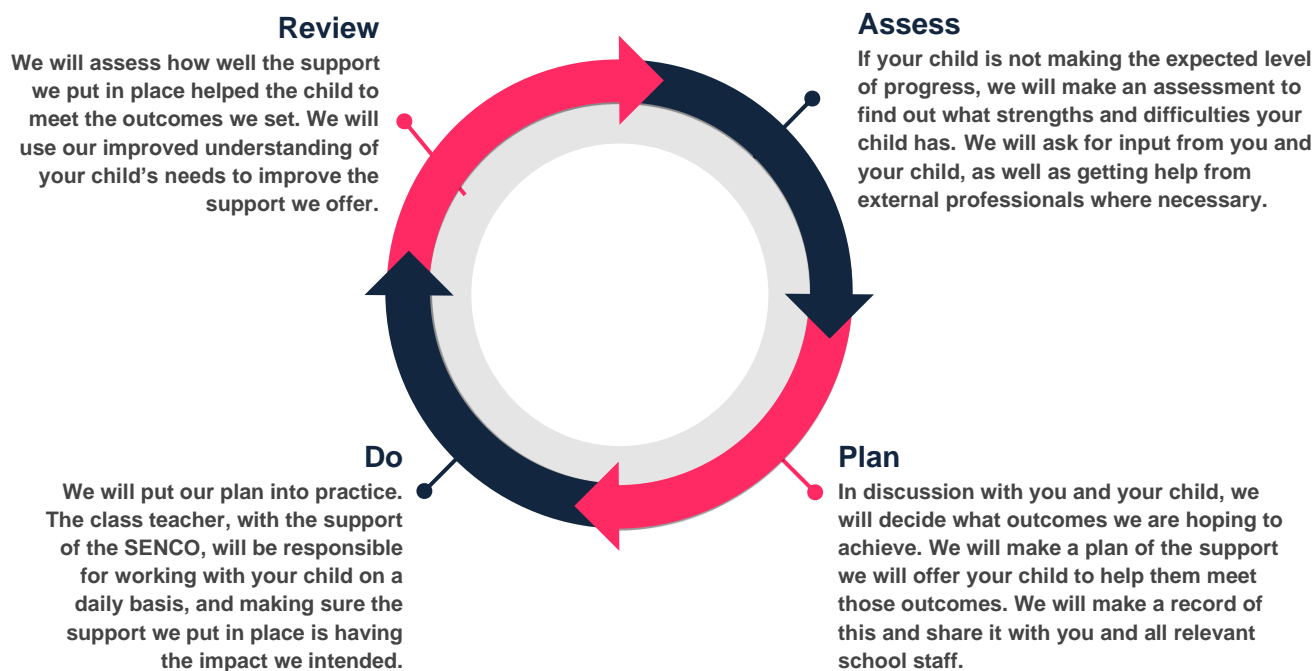
After gathering all this information, we will make a joint decision as to whether additional help is needed – often this may only be for a brief period.

If it is decided that support is needed, we will add the pupil to our SEN register and we will develop a learning passport together.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

As a school we will report on your child's progress via a CAP report three times a year and via annual parents evenings in which you can meet with your child's subject teachers to discuss progress in individual subjects.

We know that you are the expert when it comes to your child's needs and aspirations. Therefore, we want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. We will share the 'Learning Passport', detailing the specific provisions teachers are being asked to make in lessons, with you on a regular basis so that you can comment and provide suggested additions/adaptations etc.

We also want to hear from you whenever there is a need in between formal meetings and consultations so that we can maintain the best possible picture of how the SEN support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's form tutor. Emailing them is usually the most efficient method of communication at this point.

7. How will my child be involved in decisions made about their education?

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Write their thoughts and opinions down if they do not want to attend a meeting.

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum; we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, scanning pens etc.

We may also provide the following interventions:

- ELSA support
- Zones of regulation
- Small group literacy intervention
- Online literacy support

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories time out passes Exam access arrangements
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope scanning pens coloured exercise books, overlays
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	rest breaks, movement breaks
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	adapt seating plans as necessary
	Visual impairment	consideration of light, seating,

	Multi-sensory impairment	
	Physical impairment	accessibility around site

These interventions are part of our contribution to Oxfordshire's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after half a term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

If funding is needed beyond what would reasonably be expected, we will seek this from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who do not have SEN?

All our extra-curricular activities and school visits are available to all our pupils. We may ask to meet with you to discuss how your child can be best supported outside of school, but we would endeavour to ensure that they could participate similarly to other pupils.

All pupils are encouraged to take part in all school activities such as sports day, plays, workshops etc alongside their peers.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included in some way.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

We receive our pupils for admission via the local authority and therefore have little input into the admission of SEND or non-SEND.

For those pupils with an EHCP the SENco receives a consultation in the preceding year. This provides

13. How does the school support pupils with disabilities?

There is a rigorous process of transfer which involves members from the school team speaking with the primary school. Since Covid this has moved from face-to-face visits to dialogue via TEAMS. This is more time efficient.

Information is collated and pre-transfer days are planned for vulnerable students to ensure they feel comfortable in the environment and develop key relationships prior to year 7.

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.

TBS has wheelchair access across the site and lifts are available for access to higher floors in all buildings except one. Provision is made within TLZ to enable pupils unable to climb stairs to participate fully in any lesson they cannot reach.

Disabled pupils can participate fully in school life and have access to all parts of the curriculum. Staff 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 can implement bespoke interventions for those who require extra support.

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.

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school's Ambassadors For Change programme run by our assistant SENCo
- We provide extra pastoral support for listening to the views of pupils
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. The anti-bullying policy can be found via this link [anti-bullying policy](#)

15. What support will be available for my child as they transition between primary and secondary or in preparing for adulthood?

As pupils transition from year 6 into year 7, we offer as many visits as they feel necessary in order that they feel more secure when they join us in September. These can be after school or at times during the school day. These visits can be organised via the SEN team.

Pupils have future plans interviews during KS4 as well as following an extensive pathway providing advice and guidance regarding careers planning. Our pupils with an EHCP receive earlier guidance so that they can make applications for college places in advance. This is required by the LA to ensure that their chosen provider for post-16 can provide to meet their needs.

Between schools

When your child is moving to or on from our school, we will ask you and your child what information you want us to share with the new setting. This is sent either electronically or as paper copies. If further information is required, then either school will contact the previous school.

Between primary and secondary schools

During the summer term our SEN team meet with the primary teams to discuss the needs of the incoming pupils.

If necessary we arrange meetings with the parents/carers of incoming pupils to discuss how we can best meet their child's needs. During the initial term there is a "meet the Tutor" event when Form tutors will discuss how the child has settled into our school and will also pass on a copy of your child's learning passport for review and updating. You can also ask to meet with the SEN team.

Moving to adulthood

We provide all our pupils with appropriate advice on paths into apprenticeships, further education or training. We work with the pupil to help them achieve their ambitions, whatever they may be.

16. What support is in place for looked-after and previously looked-after children with SEN?

Liz Metcalfe is the designated person to support looked after children. She is also a deputy designated safeguarding officer.

Mrs Metcalfe will work with Mrs Laverick, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils may also have additional plans in place and we will make sure that any support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Our complaints procedure can be accessed here:

[GOV015_V4-Complaints-Procedure.pdf](#)

Complaints about general SEN provision in our school should be made to the SENCO in the first instance. Should your complaint be about a specific subject studied then the subject teacher and head of department should be contacted first.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

You may like to seek the advice of SENDIAS before accessing tribunal. SENDIAS are there to support and guide you through the process. Their website can be accessed via the link below

[SENDIASS Oxfordshire | Information, advice & support in Oxfordshire](#)

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the local offer provided by Oxfordshire's local offer.

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>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services may be found here:

[local SENDIAS organisations](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets do not necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages