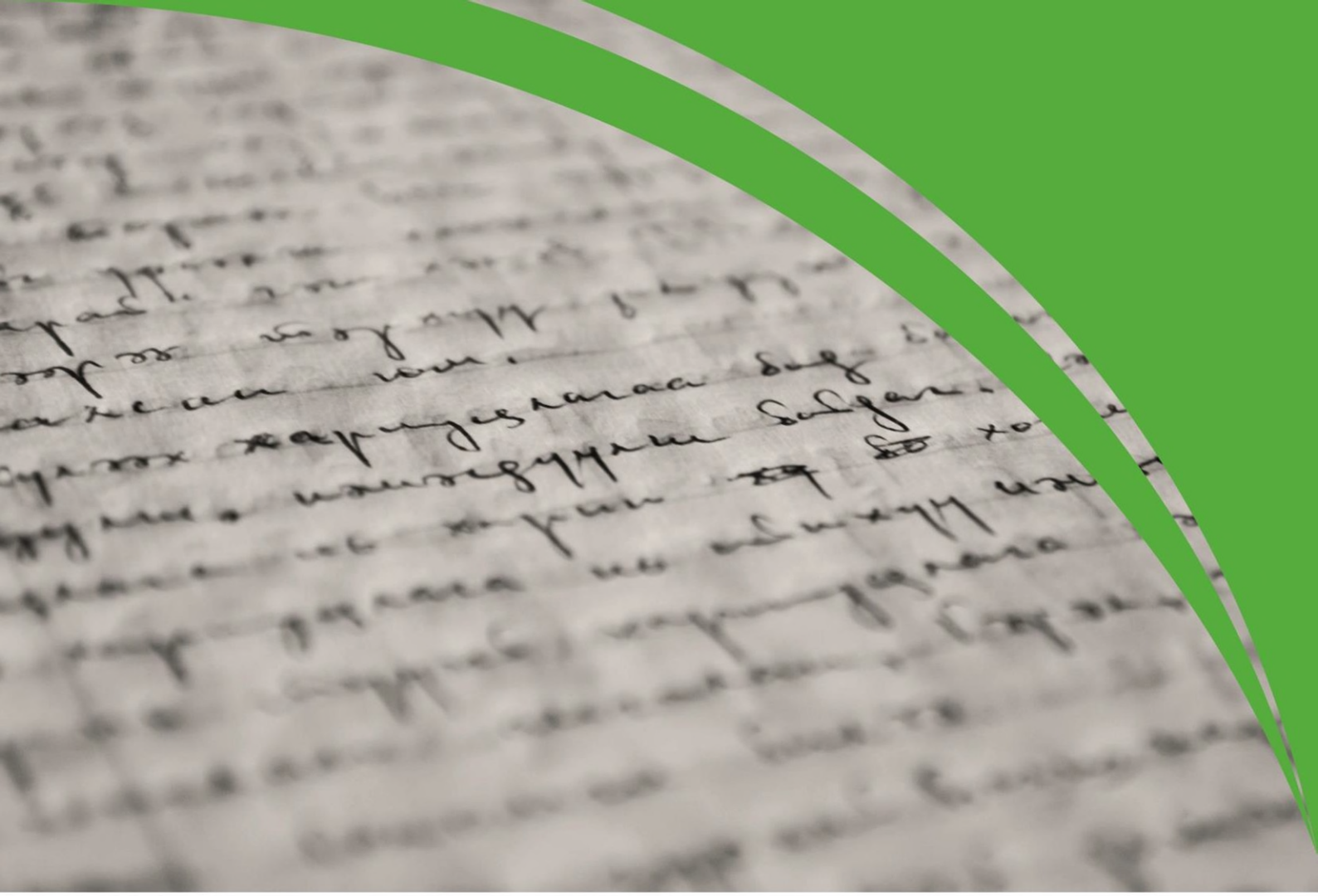


Special Educational Needs and Disabilities (SEND) Information Report

School Name:	Whitelands Academy		
Ratified date:	December 2025		
Author:	S Walkley		
Owner:	S Walkley	**Next review date:**	September 2027

Whitelands Academy
Special Educational Needs and Disabilities (SEND) Policy and Information Report

Definition of SEND

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others ofthe same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstreamschools or mainstream post-16 institutions.

(SEND Code of Practice, Jan 2015)

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Jan 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Jan 2015)
- Schools SEND Information Report Regulations (2014) (see www.sendgateway.org.uk
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan (which can be found at the back of the Equality Policy)
- Teachers Standards 2012

To contact the SENDCO please email: inclusion@whitelandsacademy.org
or call: 01869 716996

Rationale

Whitelands Academy recognises that:

- All members of staff, in conjunction with the Local Authority, have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum.
- Students are entitled to a broad and balanced curriculum (both academically& socially), including the National Curriculum as appropriate, incorporating personalised provision which provides for their individual needs.
- Students' progress is recorded, valued and their provision reviewed accordingly.
- All students can achieve and will be supported through reasonable adjustments, scaffolding and interventions to reach their full potential.

Vision

Through our range of support and provision, we raise the aspirations, expectations, and outcomes for all pupils with SEND.

In order to achieve this vision, we:

- identify and provide for pupils who have SEND.
- operate a whole school approach to the management and provision of supportfor special educational needs.
- provide support and advice for all staff working with special educational needs pupils.
- Hold a strong belief that all students can achieve through providing reasonable adjustments.
- Ensure all students receive high quality teaching in every lesson.
- All lessons are accessible both academically and in the physicality of the layout of the room.

Roles and Responsibilities

The Headteacher - carries the overall responsibility for the management of all aspects of the school's work, including provision for students with special educational needs.

SENDCO – On a day-to-day basis, the responsibility is managed by the Special Educational Needs Co-ordinator (SENCO), who should be contacted in the first instance.

To contact the SENDCO please email: inclusion@whitelandsacademy.org or call 01869 716996

The SENDCO maintains a register within school of all students with special educational needs, which summarises the nature of their needs and appropriate support strategies. The SENDCO is line managed by the Assistant Headteacher for Inclusion.

In addition, the SENDCO is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- liaising with and advising fellow teachers
- co-ordinating provision for students with special educational needs
- overseeing the records on all students with SEND
- liaising with parents and carers of children with SEND
- contributing to the continued professional development of staff
- liaising with external agencies including the educational psychology service and other support agencies, the health and social services and voluntary bodies.
- Arranging access arrangements for students who need them.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Relevant local and national conferences/courses, including cluster meetings for groups of schools, are attended by the SENDCO or special needs teachers within the Learning Support Team.

Learning Support Assistants (LSAs) and the **Higher-Level teaching assistant** (HLTA) are line managed by the SENDCO. They support students in lessons and also run specific interventions which might focus on areas such as literacy, numeracy, organisational skills, social skills, self- esteem, personal development, or understanding and managing their SEND better.

Senior Leaders, Team Leaders, subject teachers and pastoral staff have a responsibility to work in liaison with the SENCO and Learning Support Department.

All of the above are involved in evaluation and monitoring of SEND arrangements to promote an active process of continual review and improvement of provision for all pupils

Identifying Special Educational Needs

The special educational needs of students are identified through:

- Liaison with primary or previous secondary schools, and records from these.
- Whole school screening in Year 7 using NGRT assessments for Reading producing the students reading age.
- Use of termly subject assessments.
- Involving the students and their parents in the planning and reviewing process.
- Form tutors and subject teachers who inform the SENDCO if in-class intervention is not improving progress sufficiently.

The performance of each student is under constant review by class teachers, mentors and where appropriate by the learning support team, to track progression.

Each student's development is monitored through careful departmental record keeping, so that interventions are put in place swiftly if appropriate.

Lack of adequate progress may be indicated by:

- little or no progress despite the use of targeted teaching approaches.
- Working at levels significantly below age related expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which havenot been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

If concern is raised, the child's needs are then fully investigated. This might involve liaison with staff both in their current and previous schools, observations, diagnostic testing, data analysis, and conversations with parents and the student. The findings are also considered alongside national expectations of progress.

Four broad areas of SEN are outlined in the code of Practice (2015) which give an overview of the range of needs that should be planned for. Students however are not categorised in this way and often have needs which span more than one area. We identify the needs of students by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

We also recognise that students who experience difficulty in accessing the curriculum may also have a particular gift or talent, which is addressed through the more able provision.

If special educational provision is necessary, parents* and staff are informed that the child has special educational needs and appropriate intervention is identified to meet the student's individual need(s). If parents themselves raise the concern initially, the same investigation process takes place. Again, the parents and staff are informed of the outcome and any strategies and interventions which are proposed.

** Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers*.

Certain conditions are not in themselves reason to provide additional provision, but mayaffect progress to the extent that the child needs to be added to the SEN register:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty forall settings and schools provided under current Disability Equality legislation –these alone do not constitute SEND provision)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Child that We Care For or Previously a Child that We Care For
- Being a child of Serviceman/woman

Provision

A student is added to the SEND register if, despite quality first teaching, and in-class intervention instigated by the class teacher, they are failing to make adequate progress.

Quality first teaching is high quality teaching, differentiated for individual pupils, and is the first step in responding to pupils who have or may have SEND. At Whitelands Academy this includes our SEN6 strategy which is embedded into every lesson; the SEN6 are scaffolding methods which support all of our students to reach their full potential.

SEN 6: High-Quality Teaching Strategies That Work for All Learners

At Whitelands Academy, we believe that high-quality teaching is the foundation of successful inclusion. Our **SEN 6** approach represents six evidence-informed classroom strategies that support all learners, including those with Special Educational Needs and Disabilities (SEND). These approaches are embedded across all subjects and form part of our universal provision before additional interventions are considered.

1. Explicit Instruction

Teachers present new learning in small, manageable steps, making thinking processes visible through modelling, guided practice and regular checking for

understanding. Prior knowledge is routinely revisited, misconceptions are addressed promptly, and feedback is used to strengthen learning. This approach supports all pupils, particularly those who benefit from clear structure and repetition. Visualisers are regularly used in sessions to provide a live visual aid whilst the teacher is explaining a task.

2. Dual Coding

The Dual coding theory (1971) shows that students are more likely to understand and remember a piece of information if they also have an image as they are using more areas of their brain. Teachers present information using a combination of verbal explanations, written information and visual representations. Diagrams, images, graphic organisers and visual prompts help reduce barriers to understanding, improve retention and support pupils in making connections between concepts.

3. Managing Cognitive Load

Lessons are carefully designed to avoid overwhelming working memory. Learning is broken down into achievable stages, key information is prioritised, and opportunities for retrieval, questioning and reflection are built into teaching. This enables pupils to process, understand and retain new knowledge more effectively. At the beginning of every lesson, the students complete a DNA which has questions on prior taught knowledge. These are designed using spaced learning to improve the length of time that new knowledge is retained, as demonstrated through The Forgetting Curve (1885).

4. Scaffolding for Success

Teachers provide temporary supports that enable pupils to access challenging learning while developing independence. These may include sentence stems, writing frameworks, worked examples, structured questioning and guided practice. Support is gradually removed as confidence and competence increase.

5. Flexible Grouping

Pupils work in a variety of groupings that reflect the learning objective rather than fixed ability labels. Flexible grouping promotes collaboration, discussion and peer learning while ensuring all pupils have opportunities to contribute, lead and access appropriately challenging work.

6. Effective Deployment of Learning Support Assistants (LSAs)

Learning Support Assistants are deployed strategically to maximise pupil independence and progress. LSAs work alongside teachers to reinforce key learning, facilitate participation, develop communication and thinking skills, and provide targeted support where needed. Support is carefully planned, reviewed and adapted to ensure that pupils remain fully engaged with the curriculum and benefit from high-quality classroom instruction. Teachers retain responsibility for the learning and

progress of all pupils, including those receiving additional support.

Our Inclusive Classroom Commitment

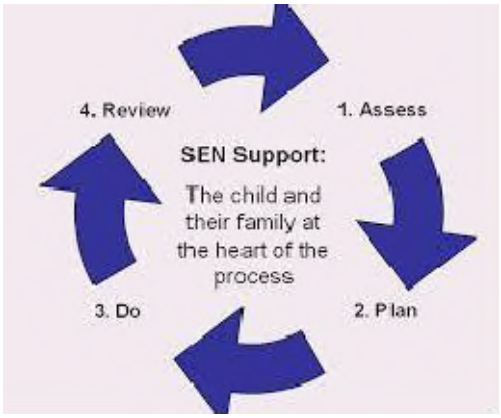
These six strategies are consistently implemented across the curriculum, ensuring that pupils with SEND can access ambitious learning alongside their peers. Through the SEN 6 approach, we create classrooms that are inclusive, responsive and adaptive, enabling all learners to participate, achieve and thrive.

At Whitelands Academy we recognise that some students may need extra support on top of the high-quality teaching. This may require an intervention outside of the classroom format consisting of small group teaching, focussing on numeracy and literacy skills, where appropriate.

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants or through interventions.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This involves ensuring that teachers have strategies to identify and support vulnerable pupils. Professional development for teachers includes sharing best practice and effective strategies for supporting the wide range of special educational needs which we encounter in school

At Whitelands Academy we follow the graduated approach response to SEND, which ensures that we react to the needs of the students in an appropriate manner. We regularly assess, plan, do and review interventions to ensure they are sufficient and supporting students to make positive progress.



Once a child is placed on the SEND register, and our investigations are complete, we will work closely with parents and students to establish appropriate support. Sometimes at this point it might be necessary to involve outside agencies to benefit from their expertise. These might include:

- TWHF Educational Psychologist
- Paediatrician
- A counselling service
- The school nurse
- Speech and Language Therapist
- Advisory teacher for physical impairment
- Advisory teacher for Autistic Spectrum Disorder
- Health services
- Social services
- Voluntary organisations
- Mental Health services
- Local authority SEN departments or SEND Information and Support Service (SENDIASS)

Parents are always consulted before we refer to these agencies. In some instances it is necessary for parents to contact their family doctor to be referred to further agencies, such as Occupational Health

Support

- All students on the SEN register, have a Pupil Profile. This involves them meeting with a key member of support staff, and considering key information, difficulties and strategies, in order to produce a document which the student has ownership of, and which teachers refer to in order to fully support them in lessons.
- The provision given to all EHCP pupils is mapped on a provision map, which ensures that resources are allocated fairly and appropriately and can be monitored accurately.
- Learning Support Assistants (LSAs) may support students with SEND in lessons or deliver individual or small group interventions.
- In recognition that some students will have significant special learning needs, a programme of withdrawal for specialist teaching in the SEN resource base will operate. This programme is designed to meet individual needs and aims to promote literacy and numeracy skills, personal confidence, motivation and self-esteem. Every effort is made to minimise disruption to the curriculum.
- Occasionally students need more specific and specialist support. This might include such intervention as sessions to develop life skills, personal hygiene, understanding relationships and social media. This would be agreed with parents and students on an individual basis.
- **Access arrangements in examinations** - The SENDCO, in consultation with Team Leaders, subject staff and pastoral staff, identifies and assesses students who might be entitled to access arrangements in examinations, for example a reader, scribe or rest breaks. For public examinations, the SENDCO makes the necessary online applications for access arrangements, working closely with the school's Examinations Officer.
- **Transition arrangements** are made on an individual basis for students on the

SEND register, according to need. This applies both towards the end of year 6, prior to entry, and in year 11 if they are intending to move on to college. This support can take the form of visits to and from colleges, meetings with parents and students, and sharing of information between settings.

We regularly assess and review the progress of students on the SEND register to ensure that their interventions are effective, and to plan the way forward. We work closely with parents and students to make sure that they are fully involved in this process.

In a few cases, where the help available might not be sufficient for the student to make adequate progress, either the school via the SENDCO, or the parents, mayrequest the Local Authority (LA) to carry out a statutory (multi-disciplinary) assessment. This is applied for through the Oxfordshire's Core Standards process. Following statutory assessment, the LA considers the need to issue an Education Health and Care Plan (EHCP). The EHCP is a legal document, describing the child's needs and specifying provision to meet those needs; it is monitored and reviewed on an annual basis within statutory time limits at a person-centred review meeting which must take account of the views of the child.

Special Resourced Provision

Whitelands Academy has a Special Resourced Provision (SRP) for Social, Emotional and Mental Health (SEMH) needs and Communication and Interaction (C & I) needs. The provision has its own admissions policy through the Local Authority.

Students from a wide local area who have an EHCP with a primary need of SEMH or C & I are admitted to the appropriate SRP. The resources and finances attached to the SRP are ring-fenced by the LA for the SRP students.

The aim of the SRP is to ensure that every student has access to a curriculum that isappropriate to their need whilst still allowing them access to 80% of the day alongside their peers in the mainstream classroom. Each student has an individual programme of integration into mainstream classes.

Partnership with parents and students

The SENCO and Learning Support Team maintains regular contact with parents and carers with the aim of developing a positive working partnership.

Opportunities will be provided to ensure written information is explained and is clear to students and parents. Arrangements for including parents' and students' views in the statutory assessment process, and in annual reviews, are in place.

We show sensitivity, honesty and mutual respect in encouraging students to share concerns, discuss strategies and see themselves as equal partners in their education. We encourage them to have a voice in deciding their priorities and to takepart in reviewing their progress, and in setting new goals and challenges.

The SENDCO does not attend parent consultation evenings but will hold three SEND review meetings with all families, that take place throughout the academic year.

Inclusion - We are a fully inclusive environment, and all students are encouraged todevelop a positive image of themselves as a learner in our school. We do not tolerate bullying of any kind, and we take steps to protect our more vulnerable learners.

Managing medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled andwhere this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statementor Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice (2015) is followed.

Admissions arrangement for students with special educational needs

- The school policy on admissions is as stated in Whitelands Academy Admissions Policy.
- Students will not be barred from admission to the school on grounds of race, gender, colour, first language, national or ethnic origin, level of ability, disability, background or for any other reason that cannot be shown to be justifiable.
- Admission of students with SEND, but without an EHCP, is on the basis of the school's published admissions policy.
- Where a child has an EHCP, the SENDCO or Assistant Headteacher in charge of Inclusion, can express to the Local Authority any concerns they may have about meeting the child's special educational needs or about how the child's attendance might impact on the education of other children at the school or the efficient use of resources. The final decision as to whether to name the school falls to the Local Authority.

Complaints

Any parent or guardian who wishes to draw our attention to a concern regarding the special educational needs provision which we make for their child should firstly contact the SENDCO by telephoning the school for an appointment or emailing the inclusion mailing group.

Should this strategy not resolve the problem, the parents or guardian should followthe school complaints procedure which is available on the school website.

Monitoring and evaluating the quality of education provided for students with SEND

- The SENCO is accountable to the Assistant Headteacher for Inclusion for the implementation, monitoring, review and evaluation of the policy.
- The school is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a variety of methods to gather data for analysis including:
- observation of teaching
- Analysis of the attainment and achievement of different groups of students with SEND.
- success rates in respect of targets, both local and national
- reviews of EHC Plans
- the views of parents and the students at parents' evenings and consultation meetings
- maintenance of assessment records e.g. reading and spelling ages that reflect progress over time
- meetings between SENDCO and teachers, learning support teachers and learning support assistants
- performance management observations.

Following the collection of data, the school reports annually upon its successes andidentifies aspects for future development.

This information report is reviewed annually by the SENCO
Please find information regarding the Oxford SEND Local offer here:
Special educational needs and disability: The local offer | Oxfordshire County Council