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OCL Special Educational Needs and Disabilities (SEND) Policy

Last Updated: 01/09/17



Document Control

Changes History

Version	Date	Amended by	Recipients	Purpose
2.00	01/09/2017	Chris Chamberlain	All OCL staff	Major update

Approvals

This document requires the following approvals:

Name	Position	Date Approved	Version
Chris Chamberlain	National Director	01/09/2017	2.0

National/Local Policy

- This policy must be localised. You should add your own procedures and protocols as an appendix.
- This policy must not be changed, it is a National Policy.

Position with the Unions

Does the policy require consultation with the National Unions under our recognition agreement?

Yes

No

If yes, the policy status is:

- Consulted and Approved
- Consulted and Not Approved
- Awaiting Consultation

Distribution

This document has been distributed to:

Name	Position	Date	Version

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–In this policy, Oasis Community Learning is “OCL” and Special Educational Needs and Disabilities is “SEND”.

1. Aims of the Special Educational Needs and Disabilities Policy

OCL is totally committed to developing the character and competence of every student and believes that all students should receive exceptional education - including those with Special Educational Needs and Disabilities.

OCL has a graduated approach to SEND and has implemented changes as outlined in the SEND Code of Practice’ (January, 2015). The ‘SEND Code of Practice’ offers guidance designed to help schools make full entitlement and appropriate provision for students with

SEND. OCL follows the 'SEND Code of Practice' whenever decisions are taken relating to children with SEND.

OCL recognises that Special Educational Needs and Disabilities is a whole school responsibility and first quality teaching, differentiated for individual pupils, is the first step in provision for students who have SEND. We recognise that every teacher is a teacher of SEND and every teacher upholds high expectations for all students.

Furthermore, every teacher is responsible and accountable for the progress and development of the students in their class, even when they access support through Inclusion teams. Therefore, this policy should be considered within the wider context of specific academies and their policies relating to learning and teaching.

The following pages set out the provision OCL will provide in line with the new 'SEND Code of Practice' (January, 2015). Our SEND policy ensures the successful inclusion of all our students, as every child is:

- Included in decisions about themselves, listened to and respected
- Encouraged to develop an independent, healthy lifestyle
- Supported to achieve their best possible outcomes - educational and otherwise
- Supported to have a successful transition to adulthood
- Provided with the skills to become an independent and confident young adult who participates in society

SEND students, like all students, are entitled to a broad, balanced curriculum adapted to suit their particular needs, following National Curriculum requirements. We are passionate about removing barriers to learning wherever possible and making reasonable adjustments to allow inclusive practice at every level so that every student reaches their full potential.

OCL champions early identification and intervention and recognises how vital parental involvement is in keeping a student's self-esteem high. We aim to develop a strong partnership with parents/ carers and value the insight they bring of their child's needs. This partnership fosters a continuous dialogue that includes parents'/ carers' observations and is crucial when planning provision.

OCL, through its strong ethos and values, promotes the 9 Habits and use these to guide our practice in supporting students with SEND. By developing these habits, we help to foster resilience and social awareness that will facilitate future success for students with SEND.

2. Categorisation: Special Educational Needs and Disabilities

The 'SEND Code of Practice' (January, 2015) identifies four broad categories. These are:

1. **Communication and interaction**, including Speech and Language difficulties and Autistic Spectrum Disorders
2. **Cognition and learning**, including specific learning difficulties e.g. dyslexia
3. **Social, emotional and mental health**, including anxiety, depression and ADHD
4. **Sensory or Physical**, including hearing, visual or physical disabilities

A student may have Special Educational Needs if they are making less than expected progress, given their age and individual circumstances. This might be characterised by progress which:

- Is significantly slower than that of their peers
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap with their peers
- Widens the attainment gap

A student with low attainment, or who is making slow progress, may not have SEND. However, these may be an indicator of underlying difficulties yet to be identified. OCL recognises that early identification of need is essential in supporting students with SEND and uses a range of strategies, information sharing and assessments, especially during Transition.

Under the Equality Act (2010), a student has a disability if they have a physical or mental impairment that has a *substantial* and *long-term* adverse effect on their ability to carry out normal day-to-day activities.

3. Admissions and Transition Arrangements

Starting school, or moving between schools, is a crucial time for SEND students, who may be anxious about their learning and how they will be supported in their new school. OCL champions inclusion and welcomes all students, including those with an Education and Health Care Plan (EHCP) and students with disabilities, ensuring that appropriate provision is in place to meet their needs.

If a student has an Education and Health Care Plan (EHCP), academies will be consulted by the local authority before any decision is taken by the authority on admission to the academy, to ensure that the academy is suitable for the student and his/ her needs. If the academy is suitable, the SENCo will be present at the Year 6 annual review meeting, or at a meeting with the Pre-School provider, and so will be fully aware of those' needs from the outset.

OCL academies have close links with feeder Pre-Schools, Primary schools and local Colleges. Staff will visit local feeder schools/ Pre-Schools, meeting children and talking with their teacher and the SENCo, looking at work samples and assessment, thus ensuring that the transfer of SEND students from Pre-School to Primary and Year 6 to Year 7 happens smoothly and successfully.

Academies will have different ways of organising their Transition arrangements. Academies may organise a practice day when they will shadow each class to support identified students. When requested, they may organise additional visits for students, especially those who may be anxious about transferring, or those who are the only student coming from their particular Primary school. Engaging with parents at this early stage is crucial to effective support and allaying any fears.

Year 11 students may have the opportunity to meet formally with the Careers Advisor. EHCP students have additional careers guidance from Year 9 from the local authority Careers Officer. Academies may also support students in accessing careers information on a more informal, individual level. Students will be encouraged to attend College Open Days to experience courses that may be suitable for them. Those with an EHCP in Years 9, 10 and 11 participate in Transition Review meetings to discuss their future career plans.

4. OCL Graduated Approach

4.1 Assessment and Identification

OCL believes that the majority of needs of most students will be met in mainstream lessons, taught by professionals, where learning is differentiated according to need. OCL academies work hard to ensure that information about students' needs is shared, so that teachers are better able to plan lessons accordingly. Whenever possible, for the vast majority of the time, students with SEND are educated alongside their peers in mainstream lessons.

There are a number of ways that a student may be identified as having additional needs and this will vary according to specific academies. Academies may use some of the following ways to identify students with SEND:

- **Information from Transition.** OCL liaises closely with feeder Pre-Schools/ Primary schools and staff visit each one to gather information so that teaching staff are fully prepared for the autumn term. This information is shared with them through the SEND Register and Student Profiles/ Passports. In the first instance, some students may need monitoring more closely at the beginning of Year 7 or Reception so that staff can gauge their progress as they settle into their new school
- **Information gathered from baseline data**, including Early Years baseline, PUMA/ PIRA tests, CATS scores, reading and spelling ages. Any student who joins our academies mid-year will be assessed in this way. Such information is invaluable in supporting them effectively from the start of their time in the academies
- **On-going observation** and information sharing amongst staff and Inclusion teams relating to a student's progress is used to inform future planning. This may include lesson observation from the SENCo/ Inclusion Manager
- **Data from Progress checks.** If a student is falling below expected grades of progress, this will be picked up by regular academy reviews and data drops, as well as through Raising the Attainment of Pupils meetings. Also, Subject Leaders will review student progress and put in place a variety of subject specific interventions as necessary
- Using a **dyslexia screener** and other on line assessments
- **Academic and Pastoral meetings.** Information is shared by academy staff, allowing support to be coordinated, including any possible referrals to outside agencies. This may include referrals to CAMHS, BSS, the EP or Change and Challenge for example
- **Outside agency support** plays an important role in identifying, assessing and providing provision for students with SEND. If a student at the school is making less than expected progress, despite tailored support, OCL seeks to utilise support from external specialists for pupils with higher levels of need in order to improve their outcomes. Academies will receive regular visits from the Educational Psychologist,

Specialist Advisory Teachers, Speech and Language Therapists and the Behaviour Support Service

- Academies will work closely with the **Attendance Officer**, the Education and Welfare Officer and others

4.2 The Support Register

A student with SEND that calls for support that is *additional* and *different* from the majority of their peers, in discussion and agreement with parents, will be placed on the Support Register. The outcomes of the support will be agreed and regularly shared with parents/ carers (and the student where appropriate). Teachers will monitor the student's progress closely in lessons, through data drops and other assessments.

If the support arrangements do not lead to improved levels of progress, then outside agency support may be called for and a request for a Statutory Assessment may be necessary once sufficient evidence has been gathered.

If, however, the student begins to make good progress as a result of support put in place, they may be removed from the Support Register. Again, such decisions will be discussed with parents/ carers and the young person themselves before any decision is made.

4.3 Statutory Assessment for an Education and Health Care Plan (EHCP)

For a few students, the help given by the school will not be enough for them to make good progress and it may become necessary to make a request to the local authority for Statutory Assessment. OCL works closely with local authorities to ensure that students receive the correct level of support and funding. Where a request is made for Statutory Assessment, the student will have demonstrated significant cause for concern. The parent/ carer or the school can make a request for a Statutory Assessment.

Once a request has been made to the local authority and the Statutory Assessment agreed, information is gathered by the SENCo, including any professional assessments (e.g. an Educational Psychologist's report), parents'/ carers' and student's views and any progress data. This is then presented to the local authority for a decision about whether it is necessary for the needs and provision to be formally set out in an Education and Health Care Plan (EHCP). If the local authority agree, generally, a Multi-Agency Meeting will be arranged and an EHCP is drawn up in consultation with all parties, including the student, parents/ carers, specialist teachers and the Educational Psychologist.

Local authorities must decide within 20 weeks whether to carry out such an assessment and subsequently, whether or not to issue an EHCP for that student.

5. Plan and Do: SEND Provision

OCL recognises that SEND provision is a whole school responsibility and should be seen in the context of other school policies. All students, including those with SEND, should have access to a broad and balanced curriculum, underpinned by quality first teaching, where teachers plan appropriate learning outcomes for the students in their care. Working with classroom teachers, Inclusion teams work flexibly to meet the varying needs of students.

The following list of interventions is not exhaustive, but provides an example of OCL academy support arrangements:

- Full-time education in the classroom with first quality teaching, differentiated for individual pupils
- Hover support in the classroom from dedicated Inclusion teams/ allocated Teaching Assistants (TAs)
- Student Passports/ Profiles, which include personalised strategies written by students/ parents/ carers (Appendix A) and are shared with staff
- Small group withdrawal with lead Inclusion staff to work in a range of subjects including: English, Maths and Science
- Speech and Language and writing workshops
- Social skills and anger management workshops
- Withdrawal from Modern Foreign Languages in Year 7/ 8 to improve Literacy skills
- On-line reading and comprehension programmes
- Small group withdrawal for reading
- Academic mentoring from the Inclusion team, where students review outcomes, what went well in the past week and discuss any areas of concern
- Supported homework club
- Support from external professionals including an Educational Psychologist, Speech and Language Therapists and Behaviour Support Services
- Support from the School Counsellor
- Access arrangements for exams or tests

6. Review

OCL recognises that specific academies will have different ways of reviewing SEND support arrangements. If a student is receiving SEND support, it is important to monitor the progress of any chosen outcomes and to see whether any interventions that have been put in place have had an impact on learning. This must happen at least three times a year, one of which may be during the annual parent's consultation evening. At the end of each term, the SENCo may organise meetings with parents to review support arrangements. The review will monitor the outcomes of any interventions put in place for students and decide if any refinements and changes are needed. It will also identify the responsibilities of the school, the parent and the student.

If there are continuing concerns about a student's progress or if the student continues to have National Curriculum levels or grades that are well below expected levels for students of that age, the SEND department, in consultation with teachers/ Head of Year and parents/ carers, may arrange for further assessment and/ or intervention. This may include a review of all prior data, a detailed Literacy assessment and a parental consultation with the SENCo. It may include advice from external agencies, such as the Educational Psychologist or the Speech and Language Therapist.

Academies will also review the progress of SEND students through subject specific data drops at the end of each module.

7. Developing Independence: Preparing for Adult Life

OCL believes that it is vital that support arrangements, in whatever form they take, aim to prepare the young person for adult life, developing their independent learning skills so that they are more prepared to lead productive, healthy adult lives. OCL supports SEND students to be in control of their futures, making wise decisions about their future plans, whether this be higher education, apprenticeships or employment. As they prepare for adult life, all students, including those with SEND, should participate fully in matters affecting them.

All OCL academies will have different ways of engaging students to express opinions, feelings and preferences. Some of these might include:

- Contributing to and reviewing their Education and Health Care Plan, including their life skills and independence
- Deciding and reviewing objectives in their Annual Review. The views of the student form a vital part of any review and a suitable amount of time should be devoted to this
- Helping them make informed choices about subject and post 16 options. This may include helping them to research options for post-16 College courses, interview skills, support in writing their CVs etc.
- In the classroom, encouraging them to think independently and find solutions themselves, rather than relying on Inclusion support
- Supporting students to become self-disciplined
- Encouraging them to develop independent ways of learning that suit them
- Contributing to fortnightly reviews of progress with a member of the Inclusion team
- Sharing progress with parents/ carers during meetings
- Attending specific careers advice available through the local authority
- Encouraging them to attend College Open Days/ Evenings
- Developing personal skills and hobbies outside the curriculum
- Developing social skills and friendships

8. The Information Report

Every OCL academy publishes details of its SEND support through an Information Report. These can be found on specific academy websites and are clear and accessible to parents/ carers. The Information Report is updated annually and includes information about:

- The name and contact details of the SENCo
- Staff expertise and how we train staff who support students with SEND
- The categories of SEND that academies provide for and the approach to learning and teaching

- The academy policies linked to the identification and assessment of SEND
- How the curriculum is adapted according to need
- How academy provision is monitored and evaluated
- Arrangements of how parents/ carers and students are consulted throughout the identification, assessment and provision process/ stages
- How students' progress is assessed
- How students are prepared for Transition to other schools or for adult life
- What support there is for improving emotional and social development
- How inclusion is promoted within the academy
- How outside agencies are used, including health and social care and voluntary organisations
- Arrangements for handling complaints
- Where to find information about the Local Offer

9. The Local Offer

OCL academies collaborate with local authorities to support students in their care. The Information Report forms part of this support. The Local Offer is designed to give clear, comprehensive and accessible information about SEND provision in the local area and how to access it. It should reflect and be responsive to local needs, involving young people with SEND in its provision and review.

A list of OCL academies can be found in Appendix B with links to their Local Authority Offers. OCL academies will advertise the Local Offer in meetings and parents/ carers of students with SEND are encouraged to access and engage with this support as necessary.

10. Accessibility

OCL and Oasis academies will strive to make any reasonable adjustments to allow equal and fair access to education, regardless of a student's physical needs. Inevitably, accessibility will vary between academies due to variation in the age and layout of buildings.

However, all academies produce an Accessibility Plan to work towards improvements in accessibility, in compliance with the Equality Act (2010). The plan outlines how the academy aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum;
- Improve the physical environment of schools to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to pupils with disabilities and their parents/ carers

In addition, any child with a disability that requires additional support to leave the building during an evacuation will have a Personal Emergency Evacuation Plan, written with parents/ carers and professionals as relevant. This plan is reviewed annually.

OCL Property and Estates are responsible for ensuring that all academy buildings comply with the Equality Act (2010), specifically, ensuring that buildings are safe and accessible to those with physical needs.

11. Supporting Students with Medical Needs

In line with section 100 of the Children and Families Act (2014) and the guidance in 'Supporting pupils at school with medical conditions' (December, 2015), OCL academies will make arrangements so that students with medical conditions are properly supported to ensure that they have full access to education, including school trips and physical education.

It is important that academy leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported.

Individual Healthcare Plans should be completed to ensure that academies effectively support pupils with medical conditions.

Academy leaders should ensure that the OCL Medicines in School Policy is adhered to so that students remain safe at all times.

12. Role of the Special Educational Needs Co-ordinator (SENCo)

The SENCo plays an essential role in SEND provision and is responsible for the day-to-day operation of the SEND Policy. This involves working with the Head Teacher, staff, parents/ carers and other agencies to determine the strategic development of this policy. The main responsibilities of the SENCo are:

- Overseeing the day-to-day operation of the SEND Policy, focusing on high aspirations and improving outcomes
- Delivering an outcomes-focused and co-ordinated plan for SEND students and their families
- Staff development on SEND matters
- Responding to changes in SEND Policy, locally and nationally
- Ensuring annual reviews of children with EHCPs are conducted accurately
- Supporting departments and Year Leaders in understanding SEND issues and assisting with developing effective strategies for improved outcomes and provision
- Line managing Inclusion staff
- Liaising with external agencies, including Health and Social Services
- Liaising with the Designated Teacher for Looked after Children
- Liaising with other providers regarding transitional arrangements
- Liaising with parents/ carers

- Working with senior leaders within the academy to ensure compliance with the Equality Act (2010)
- Providing advice on the financial resources required to effectively support SEND pupils
- Arranging assessments for Access Arrangements for Examinations
- Analysing school performance data that impacts on improved outcomes for SEND students
- Ensure that the SEND Register is up to date
- Training teachers to ensure they are able to meet the needs of their students with quality first teaching
- Undertake regular reviews of the overall effectiveness of interventions employed in the academy for SEND students
- Stay aware of latest changes and updates to SEND practice nationally and of the latest approaches to SEND support and intervention
- Quality assure the effectiveness of staff working in the SEND Department, including all TAs

13. The Role of Regional Directors (RDs), Academy Councils (ACs), Principal and Monitoring Standards Team

The Regional Director (RD), in conjunction with the Academy Council (AC), must have a thorough understanding of both the SEND Policy and practice in the academies in their region:

- Ensuring that the admissions criteria does not discriminate against students with SEND
- Ensuring that provision of a high standard is made for students with SEND
- Ensuring that students with SEND have the opportunity to be involved in school activities
- Having regard for the 'SEND Code of Practice' (January, 2015) when carrying out these responsibilities
- Ensuring academies report to parents/ carers on the school's SEND Policy, which can be accessed through the academy website, including the allocation of resources from the school delegated/ devolved budget via letters/ emails and meetings
- Reviewing the SEND Information Report on an annual basis to ensure it remains an accurate description of the provision available within the academy

The Principal should work closely with the school's SENCo. Academy management structures must enable the SENCo's functions to be carried out effectively. The Principal should keep the Regional Director up to date with changes to SEND provision, as well as the progress made by students with SEND.

The OCL Monitoring Standards Team will review the SEND provision in academies as part of their monitoring work each year. Any areas for improvement will be agreed with the Principal and shared with the Regional Director so that rapid improvement can be made.

14. Monitoring and Evaluation of SEND Provision

OCL SEND provision is monitored through:

- Regular visits by the Monitoring Standards Team and the Regional Director
- Academy self-evaluation using the OCL review format
- Focused SEND reviews commissioned by Regional Directors

Where provision in SEND is not yet good enough, academies may be given support through Regional Improvement Networks, the OCL Best Practice Directory, National Lead Practitioners or the OCL SEND Strategy Group.

15. Training

Where a SENCo appointed after 1st September 2008 has not previously been the SENCo at that or any other relevant school for a total period of more than twelve months, they must achieve the National Award for Special Educational Needs Co-ordination within 3 years of appointment.

Academies must ensure that their SENCo undertakes regular training. SENCos will provide leadership and professional guidance to colleagues and will work closely with staff, parents and carers and other agencies to ensure that children with SEND receive appropriate support and high quality teaching, make at least good progress and achieve good outcomes.

The OCL Strategy Group, the Regional Improvement Networks and OCL SEND conferences ensure that SENCos within OCL share best practice and are kept up to date in their knowledge and skills.

16. Arrangements for Complaints

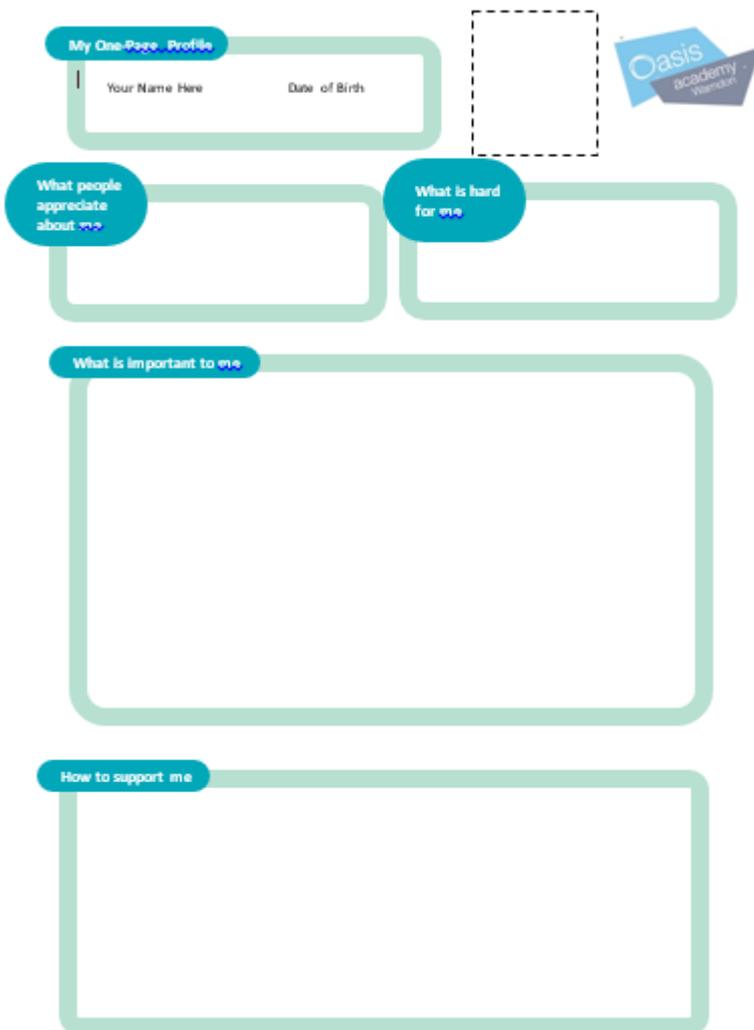
OCL aims to work with students and their families to ensure they achieve the best possible educational and other outcomes. However, where issues emerge, academies have clear procedures in place to allow parents/ carers to voice concerns about any aspect of their child's provision. OCL expect parents to raise matters through the relevant complaints procedure. The contact details of the appropriate/ specific members of staff should be available to parents/ carers through the SEND Information Report should they need to contact the school for any reason. If the concerns centre around SEND provision, the first person to contact is the SENCo.

If parents/ carers are dissatisfied with the response from the academy, Academy Council or OCL, they may raise the issue with the Education & Skills Funding Agency and/ or lodge a claim for disability discrimination against the academy with the SEN & Disability Tribunal. Please note that complaints and/ or appeals relating to Statutory Assessments or EHCPs should be made against the relevant local authority and not the academy or OCL.

17. Monitoring and Review of this Policy

OCL will actively evaluate the effectiveness of this policy by monitoring SEND provisions during Regional Director (RD) visits and OCL Monitoring and Standards Team reviews. This policy will be reviewed regularly, in line with the OCL policy review calendar.

Appendix A: Example of a Student Passport/ Profile



The form is titled "My One-Page Profile" and includes the following sections:

- My One-Page Profile**: A header section containing a dashed box for a photo, a field for "Your Name Here", and a field for "Date of Birth".
- What people appreciate about me**: A rounded rectangular box for writing.
- What is hard for me**: A rounded rectangular box for writing.
- What is important to me**: A large rounded rectangular box for writing.
- How to support me**: A large rounded rectangular box for writing.



Appendix B: Local Offer Links

Primary:

Academy	Information Report Link	Local Offer
Aspinal	http://www.oasisacademyaspinal.org/content/special-educational-needs-and-disability	Manchester City Council
Harpur Mount	http://www.oasisacademyharpurmount.org/content/sen-45	
Bankleaze	http://www.oasisacademybankleaze.org/content/send-10	Bristol
Connaught	http://www.oasisacademyconnaught.org/content/sen-15	
Long Cross	http://www.oasisacademylongcross.org/content/special-educational-needs-34	
New Oak	http://www.oasisacademynewoak.org/content/send-12	
Woodview	http://www.oasisacademywoodview.org/content/send-information-0	Birmingham City Council
Boulton	http://www.oasisacademyboulton.org/content/special-educational-needs-15	
Foundry	http://www.oasisacademyfoundry.org/content/send-and-local-offer-0	
Hobmoor	http://www.oasisacademyhobmoor.org/content/sen-information-report-0	
Short Heath	http://www.oasisacademyshortheath.org/content/send-1	
Blakenhale Infants	http://www.oasisacademyblakenhaleinfants.org/content/send-14	
Blakenhale Juniors	http://www.oasisacademyblakenhalejunior.org/content/special-educational-needs-disabilities-send	Birmingham City Council
Byron	http://www.oasisacademybyron.org/content/send-information	London Borough of Croydon
Ryelands	http://www.oasisacademyryelands.org/content/special-educational-needs-and-disability	
Firvale	http://www.oasisacademyfirvale.org/content/send-17	Sheffield
Henderson Avenue	http://www.oasisacademyhendersonavenue.org/content/send-6	North Lincolnshire Council
Parkwood	http://www.oasisacademyparkwood.org/content/special-educational-needs-2	
Johanna	http://www.oasisacademyjohanna.org/content/special-education-needs-disability-send	London Borough of Lambeth
Limeside	http://www.oasisacademylimeside.org/content/send-information-report	Oldham Council

Longmeadow	http://www.oasisacademylongmeadow.org/content/special-educational-needs-13	Wiltshire
Nunsthorpe	http://www.oasisacademynunsthorpe.org/content/students-special-educational-needs-and-disabilities-oan	North East Lincolnshire Council
Pinewood	http://www.oasisacademypinewood.org/content/special-educational-needs-31	London Borough of Havering
Putney	http://www.oasisacademyputney.org/content/special-educational-needs-21	London Borough of Wandsworth
Skinner Street	http://www.oasisacademyskinnerstreet.org/content/special-educational-needs-25	Lancashire County Council
Warndon	http://www.oasisacademywarndon.org/content/special-educational-needs-32	Worcestershire County Council

Secondary:

Academy	Information Report Link	Local Offer
Arena	http://www.oasisacademyarena.org/content/send-information-report-3	London Borough of Croydon
Enfield	http://www.oasisacademyenfield.org/content/send-5	London Borough of Enfield
Coulsdon	http://www.oasisacademyshirleypark.org/content/send-information-report-2	London Borough of Croydon
Isle of Sheppey	http://www.oasisacademyisleofsheppey.org/content/send-information-report-2	Kent
Immingham	http://www.oasisacademyimtingham.org/sites/default/files/files/SEN%20Information%20Report%20-%20%20Oasis%20academy%20Imtingham(1).pdf	North East Lincolnshire Council
Silvertown	http://www.oasisacademysilvertown.org/sites/default/files/files/SEND%20OASIS%20ACADEMY%20SILVERTOWN%20LOCAL%20OFFER%202016%20%20October%202016.pdf	London Borough of Newham
Southbank	http://www.oasisacademysouthbank.org/content/send-8	London Borough of Lambeth
Brightstowe	http://www.oasisacademybrightstowe.org/content/localoffer	Bristol
Brislington	http://www.oasisacademybrislington.org/content/special-educational-needs-38	Bristol

John Williams	http://www.oasisacademyjohnwilliams.org/content/sen-43	Bristol
Lord's Hill	http://www.oasisacademylordshill.org/content/sen-17	Southampton
Mayfield	http://www.oasisacademyamayfield.org/content/send-provision-1	Southampton
Lister Park	http://www.oasisacademylisterpark.org/content/special-educational-needs-and-disabilities	Bradford
Oldham	http://www.oasisacademyoldham.org/content/send-2	Oldham Council
Wintringham	http://www.oasisacademywintringham.org/content/sen-18	North East Lincolnshire Council
MediaCity UK	http://www.oasisacademymediacityuk.org/content/send3	Salford

All-through Academies:

Academy	Information Report Link	Local Offer
Don Valley	http://www.oasisacademydonvalley.org/content/send-16	Sheffield
Hadley	http://www.oasisacademyhadley.org/SEND-Overview	London Borough of Enfield
Shirley Park	http://www.oasisacademyshirleypark.org/content/dsen-offer-0	London Borough of Croydon

Appendix C: Localised SEND procedures and protocols



Oasis Academy School Offer



Wave One	Wave Two	Wave Three
<ul style="list-style-type: none"> Whole school Quality First Teaching practice across school 	<ul style="list-style-type: none"> Weekly timetabled access to small group teaching for Literacy and Numeracy, 	<ul style="list-style-type: none"> Precision teaching to meet individual targets Increasing adult:child ratio

<ul style="list-style-type: none"> Mainstream class or set with inclusive planning and clear use of objectives and success criteria, content and pace differentiated according to need Regular reviews take place of how pupils are grouped for learning Consideration given to grouping by ability and deployment of teaching assistants Flexible groupings used with a targeted focus on learning, monitored through measureable targets Challenge and modelling within classrooms to develop learning Physical organisation of classroom adapted Classroom methodically organised and conducive to good learning- clearly labelled resources available including word banks, dictionaries, number lines, left handed equipment etc. Clear rules, rewards and sanctions, Visual timetables (KS1 and 2) Range of methods for recording work across all subjects e.g., oral, pictures, photographs, drama, use of ICT etc. Access to Inclusion Leader Use of talk partners, peer and self-assessment Thinking Skills activities and brain breaks Identification of difficulties is embedded Effective tracking of pupils Pastoral support effectively embedded Attendance monitored carefully and incentives in place Teachers take account of how different pupils learn and amend presentation accordingly Effective reporting and communications systems are in place to report to parents Health care plans in place 	<p>sometimes tracking back to fill gaps</p> <ul style="list-style-type: none"> Individual teaching programmes delivered in short sessions according to need Some 1:1 work outside the classroom Low stimulus work areas in place Quiet area available with known staff Teacher mentor/counselling Additional adults directed by teachers, appropriately trained and have access to training to enhance professional development and be confident with pupil's individualised targets and assessing pupil progress Intervention programmes delivered phonics, Rapid Reading, gross/fine motor, Smart Moves etc. Social skills, Thrive 1:1 and group work Thrive group Use of circle time and class based Thrive sessions to reinforce expectations Teaching Assistants well deployed to support access to learning in mainstream lessons Pre-lesson introduction to key points, content and concepts Pastoral Support Plans are introduced for pupils in danger of escalated concern Updated staff training in all areas of SEN 	<ul style="list-style-type: none"> Assessment and support programmes from external agencies (1:1 or group delivery) e.g. Educational Psychology, Speech and Language, Occupational Therapy, Physiotherapy, Access & Inclusion, Children's Services, Health professionals, Visual Impairment Team, Hearing Impairment Team, Early Intervention Family Support, Behaviour Support Team 1:1 programmes; Jimbofun, Pindora's Box, Thrive etc. Increased access to ICT for recording Electronic held spell checkers, key word lists Individual TA support to enable access to broad curriculum Individual programmes of study to fill gaps English as an Additional Language individual support Home/School diaries and communication books Access to 'Nurture Group' available (KS 1 and 2) to reduce anxieties associated with learning and support social and emotional development Multi-agency approach to extra support Supervision in play/lunchtimes to assist social interaction, independence, play and emotional well-being Flexible personalised timetables may include a reduced timetable Provision of additional adult support up to 20 hours per week
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Oasis Academy School Offer



Outcomes – Evidence of monitoring, Evaluation and Review

- Accurate pupil progress data against baseline assessment is up to date
- Evidence of graduated response to: engagement/participation

lower than expected pupil progress

- Evidence of challenge and modelling within classrooms to develop learning
- Evidence of recent audits and whole school approaches to support learning
- Attendance data reflects absence of all individuals and defined groups
- Up to date access plan with evidence of accessibility to school environment
- Impact of intervention monitored on a regular basis (Pupil Progress Meetings) and evidenced through Plan, Do, Review and Assess approach
- Class based assessment and recording
- Moderation of work, teaching, planning and marking
- End of term/end of year assessments
- Trackers for children at Wave 2 reviewed 3 times a year
- Individual Provision Plans for children at Wave 3 reviewed 3 times a year
- Termly targeted intervention tracked by Inclusion Leader and Teaching Assistants
- Individual assessment to inform next group's targets
- Evidence that specialist advice has been incorporated in pupil support plans
- Evidence of the setting of SMART targets and progress made towards these at a series of reviews
- Opportunities exist for fast track referral to Specialist Agencies
- Clear records and timeframes for all interventions are available
- Evidence that support resources have been deployed in a targeted, pupil focused way
- Parents and carers invited to contribute towards plans and respond to planned strategies through parent teacher meetings and regular reviews