

Oasis Academy Warndon Local Offer & SEND Information Report

September 2025

The Local Offer & "Ordinarily Available Provision" in Worcestershire Schools.

What is the local offer?

The Local Offer provides parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to education, it will let parents/ carers and young people know how schools and colleges will support them, and what they can expect across the local settings.

[Click here](#) to view Worcestershire's Local Offer.

Our provision at Oasis Academy Warndon.

The educational provision at Oasis Academy Warndon is meticulously planned to provide a broad and balanced curriculum for all of our children. We are constantly developing and improving our provision for all pupils by following a rigorous cycle of 'assess, plan, do, review'.



Through this cycle, we can ensure that we are meeting the everchanging individual, learning needs of all our pupils through our inclusive high-quality teaching and learning where we are able to provide differentiated work and a personalised approach. We have high expectations for all pupils, including those with special educational needs and/or disabilities, ensuring the best possible progress for our pupils through an exciting and accessible curriculum.

To learn more about our graduated response and assess, plan, do, review please read our **Parent Information Leaflet** which can be found on the website.

Educational Inclusion at Oasis Academy Warndon.

This document is intended to give you information regarding the ways in which we support our pupils, including those with SEND, to enable them to reach their full potential. Some of our strategies, skills and resources are listed, however, support is tailored to the individual child and provision is modified regularly to ensure your child's needs are met.

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and responses

Every child receives first quality teaching within the classroom but for those pupils who may require further support, additional help may be provided through individual or group interventions with those pupils who have similar needs. Most children experience a need for extra educational support throughout their school career. This can be temporary or ongoing. Pupils need help when:

- ❖ concerns are raised by parents/carers, teachers, or the pupil's previous school
- ❖ there is lack of progress
- ❖ there is a change in the pupil's behaviour
- ❖ a pupil asks for help

What should I do if I think my child may have special educational needs?

The first thing to do is make contact your child's class teacher to voice your concerns. They will listen to your concerns and will take your view seriously. They will make senior leadership and the inclusion team aware of your concerns and will implement a cycle of 'assess, plan, do, review' with appropriate strategies in-line with the **graduated response** to further support your child.

In the meantime, you can:

- ❖ Book an appointment to meet with Mrs Bolton (our Assistant SENDCO) via the main school office who will happily support and navigate you through this time
- ❖ Attend SEND Wednesday drop-in sessions at the Hub with Hannah and Beth

To learn more about our graduated response and assess, plan, do, review please read our **Parent Information Leaflet** which can be found on the website.

In our academy, we have an expectation that three cycles of 'assess, plan, do, review' will be completed as part of our assessment process before a learner is added to the SEND register.

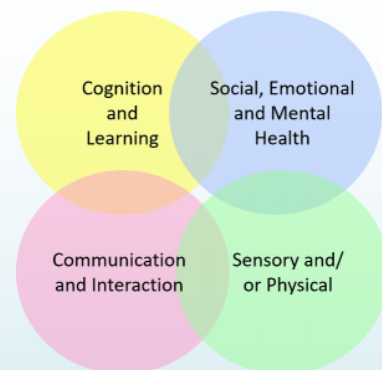
Cycle 1	Teacher led through intentional and targeted use of Wave 1 IHQT strategies
Cycle 2	Teacher led through Wave 1 IHQT following advice from SENDCo & family
Cycle 3	SENDCo directed Wave 2 interventions following observation, assessment and consultation with child and family

What happens at Oasis Academy Warndon if my child is identified as having special educational needs?

Identified children are regularly discussed between the class teacher, the inclusion team and their phase leader to ensure we are meeting their evolving needs. If a child is identified with a special education need or disability, an Individual Provision Map (IPM) will be written by the class teacher and agreed by the inclusion team. This is a document which will clearly outline your child's targets and what additional provision they are having in order to support their needs and make targeted, specific progress. A copy of the IPM will be shared with you and will also be discussed in detail at parent's evenings each term. Parents/ carers may be invited to further meetings with an Inclusion Leader to discuss additional issues as they arise.

SEND Provision at Oasis Academy Warndon.

- **ASD** - Autistic Spectrum Disorder
- **SEMH** - Social, Emotional and Mental Health
- **SPLD** - Specific Learning Difficulty eg-Dyslexia
- **MLD** - Moderate Learning Difficulty
- **SLCN** - Speech Language Communication Need
- **HI** - Hearing Impaired
- **VI** - Visual Impairment
- **PD** - Physical Difficulty



Children may have special educational needs either throughout or at any time during their school career. We ensure that curriculum planning and assessment for children with special educational needs takes account and extent of the difficulty experienced by the child. We seek to integrate the children in all activities of the school alongside pupils who do not have SEND, as far as it is possible through classroom management, routines and adaptive planning.

For more information about our All-through Academy Offer when supporting the four Broad Areas of SEND, please click on the 'what we can offer' tab on our school website.

How will the curriculum be matched to my child's needs?

At Oasis Academy Warndon, teachers plan for their class based on children's attainment levels and learning styles, adapting work to closely match children's ability, and learning needs.

When a pupil has been identified with special needs their work will be further adapted by the class teacher to remove barriers to learning and enable them to access the curriculum more easily (this could be through the use of technology or having additional input from the class teacher). Likewise, a teaching assistant may be allocated to work with your child either as part of a small focus group or on a 1:1 basis where they can target more specific needs. If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, emotional regulation aids, visual timetables, pen/pencils grips, easy to use scissors etc. We have a varied range of specialist equipment readily available for all year groups to access to help support with numerous needs.

How does the Academy know how well my child is doing?

As a school we track and analyse the progress of all children against national expectations and age-related expectations on a half-termly basis. The class teacher will continually assess each child and will note areas where they are improving and where further support is needed. As a school, we track all children's progress from entry at Reception through to Year 6, using ongoing teacher and formal assessments. Please ask the school if you require any further details.

At Oasis Academy Warndon, we carry out a Language Assessment (WELCOMM) on all our children upon their entry to Reception. Children with language difficulties are re-assessed at key points to enable us to monitor progress and match additional provisions to their needs.

Phase leaders hold bi-weekly Pupil Progress Meetings with class teachers during their planning time (weekly meetings in Year 6). In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed. Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example specific SEND checklists and various standardised assessments.

What specialist services and expertise are available or accessed by the academy?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- ❖ Communication and Autism Team (CCN)
- ❖ Child Protection Advisors
- ❖ Educational Psychologist (EP)
- ❖ Behaviour Support Service
- ❖ Child & Adolescent Mental Health Service (CAMHS)
- ❖ Educational Welfare Officer
- ❖ Hearing and Visual Impairment Services
- ❖ Children Services
- ❖ School Nurse



- ❖ Community Paediatrician
- ❖ Learning Support Team (LTS)
- ❖ Occupational Health Team (OT)
- ❖ Physical Disability Support Team

Parents are fully involved in this process and are invited to meet with appropriate professionals to share information prior to assessments. Reports and suggested strategies are shared with all parents and, where appropriate, the child themselves. We cannot proceed with referrals without parental consent

How will the Academy help me to support my child's learning?

Your child's class teacher may suggest additional ways you can support your child's learning at home. They may communicate this via a phone call, a note in your child's communication book, at parents' evenings or by arranging a meeting with you. Similarly, Mrs Bolton (Assistant SENDCo) and Mrs Owen (SENDCo) may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed or discussed at pupil progress meetings. Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home. You can also attend our SEND Wednesday drop-in sessions which is based at the hub or arrange an appointment with Mrs Bolton who will make herself available to discuss your concerns/ queries.

What support will there be for my child's overall wellbeing?

The academy offers a wide variety of pastoral support for pupils who are encountering social, emotional and mental health difficulties.

These include:

- A dedicated Pastoral team who hold Level 2 Counselling Qualifications as well as being Youth and Mental Health First trained.
- Multiple members of staff who are Thrive trained.
- Collaboration with the NHS Wellbeing Emotional Support Team (WEST)
- Bespoke personalised provisions which include Thrive therapies, Flourish Groups, Nurture Groups, Behaviour, and Bereavement groups just to name a few.
- OPAL (outdoor play and learning) opportunities at lunch time where pupils can enjoy a wealth of opportunities.
- Links with external agencies/ professionals for support and guidance.
- Classroom support is in place across the school through quiet areas/ zones, supportive Teaching Assistants, and access to a worry box based in the classrooms.
- The academy regularly accesses support from an Educational Psychologist, Behaviour Support Services, Early Family Help and The Encounter Programme who can provide assessment and support for children and their families with behavioural/ communication issues.

For more information about how we support wellbeing, please click on the 'what we can offer' tab on our school website.

with all staff who are involved with the pupil. Where necessary, and in agreement with parents/carers, medicines are administered in school where a signed Medi-Careplan is in place. Medicines may be given in some circumstances on discussion with the office staff and on completion of a medication form.

What training are the staff supporting children and young people with SEND having?

The Academy has arranged training for:

- How to support pupils with a diagnosis of dyslexia.
- How to support pupils on the autistic spectrum.
- How to support pupils with behavioural difficulties.
- How to support children with sensory issues.
- How to support social and emotional wellbeing (Thrive programme, YouHQ and Zones of Regulation)

Teaching support staff have also received additional training on:

- Precision teaching
- Rapid Reading
- Reciprocal Reading
- Smart Moves
- Action Words
- Speech and Language awareness
- Mental Health Awareness



How will my child be included in activities outside the classroom, including school trips?

Activities and school trips are available to all children. In-depth risk assessments are carried out and procedures are put in place to enable all children to participate in activities outside the classroom. If a health and safety risk assessment suggests that a child needs 1:1 support, a parent or carer may also be asked if they would like to accompany their child during the activity in addition to the usual school staff.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- Toilets adapted for disabled users
- Showering and changing facilities
- Double doors in all parts of the building
- A lift and / or ramp access at entry points around the school
- Medical room
- Nurture Room
- Speech & Language Room
- Intervention Rooms
- Coloured trips on all stairs

In addition to this, classroom and whole school audits are completed termly to ensure all adaptations are in place and in good working order.

How will the school prepare and support my child when joining Oasis Academy Warndon or transferring to a new school?

Oasis Academy Warndon understands what a stressful time moving schools can be. Therefore, many strategies are in place to enable the pupil's transition to be as smooth as possible.

On entry:

When joining our school, parents/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school. Our Early Years Leader and Assistant Principal (Mrs Jauncey-Childs) will meet all children coming into Nursery/Reception classes. Where concerns are raised, Mrs Owen (Principal and SENDCo) will meet with parents to discuss their worries. In some circumstances individual arrangements may be made for starting school such as shorter hours. Where this is the case, children will start



attending the academy for mornings only and are introduced to lunchtimes before staying full time. If parents or teachers feel a child is not ready for full time school, they can remain part time until they are five years old.

Secondary transition:

When moving to high-school, Mrs Cooke and Mrs Miles will work with children anxious about moving to Secondary school. This provides them with the opportunity to discuss any concerns they may have and for the appropriate additional provisions to be put in place. During Summer term, secondary school staff visit pupils prior to them joining their new school. Year 6 class teachers will also host detailed transition meetings with key members of secondary school staff to discuss each child individually including any specific arrangements they need. At this time, Mrs Bolton will meet with the SENCOs from the secondary schools to pass on information regarding our SEND pupils. Mrs Bolton will also liaise with the secondary schools and follow up once the pupils are settled in.

Towards the end of summer term, all children will be invited to attend transition day or days particular to the school they are going to. Here, they will be able to experience high school before starting in September. Additional days are always offered to those with SEND or those with increased anxiety over transition. Opportunities to work with local secondary schools are actively encouraged so that children are familiar with the new setting (e.g. summer schools).

How are the school's resources allocated and matched to children's special educational needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- Additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. Communication and Autism team).
- Funding may be used to buy in additional specialist support
- Pupil Premium is used to support pupil's learning

How is the decision made about how much support my child will receive?

The Academy Leadership team, in consultation with each class teacher, will agree the level of support needed for all children. This may take the form of additional individual or small group support in class or in other focus groups tailored to the pupils needs. During a child's schooling, if further concerns are identified due to the pupil's lack of progress or decline in wellbeing then other interventions will be arranged and agreed by the inclusion team. Parents/carers will be notified if their child is receiving 1-1 or small group support outside of the classroom. These intervention arrangements will also be shared with the child along with their specific targets.

For detailed information with respect to the next tiers of support please see 'Criteria for School Support' document - Appendix 1.

How will I be involved in discussions about and planning for my child's education?



All parents and carers are encouraged to contribute to their child's education. This may be through regular discussions with the class teacher, parents evenings, appointments made to discuss concerns with Mrs Bolton, Phase Leaders or Mrs Owen and weekly SEND drop-in Wednesdays at the Hub. In addition to these events, parents/ carers are invited to, and encouraged to attend planning meetings where appropriate.

If you wish to discuss your child's educational needs, please contact one of the following:

- ❖ Your child's class teacher
- ❖ Your child's Phase Leader
- ❖ Mrs Bolton the Assistant SENDCo
- ❖ Mrs Owen the Principal

Appointments can be arranged with these members of staff through the school Office.

Telephone: 01905 453530