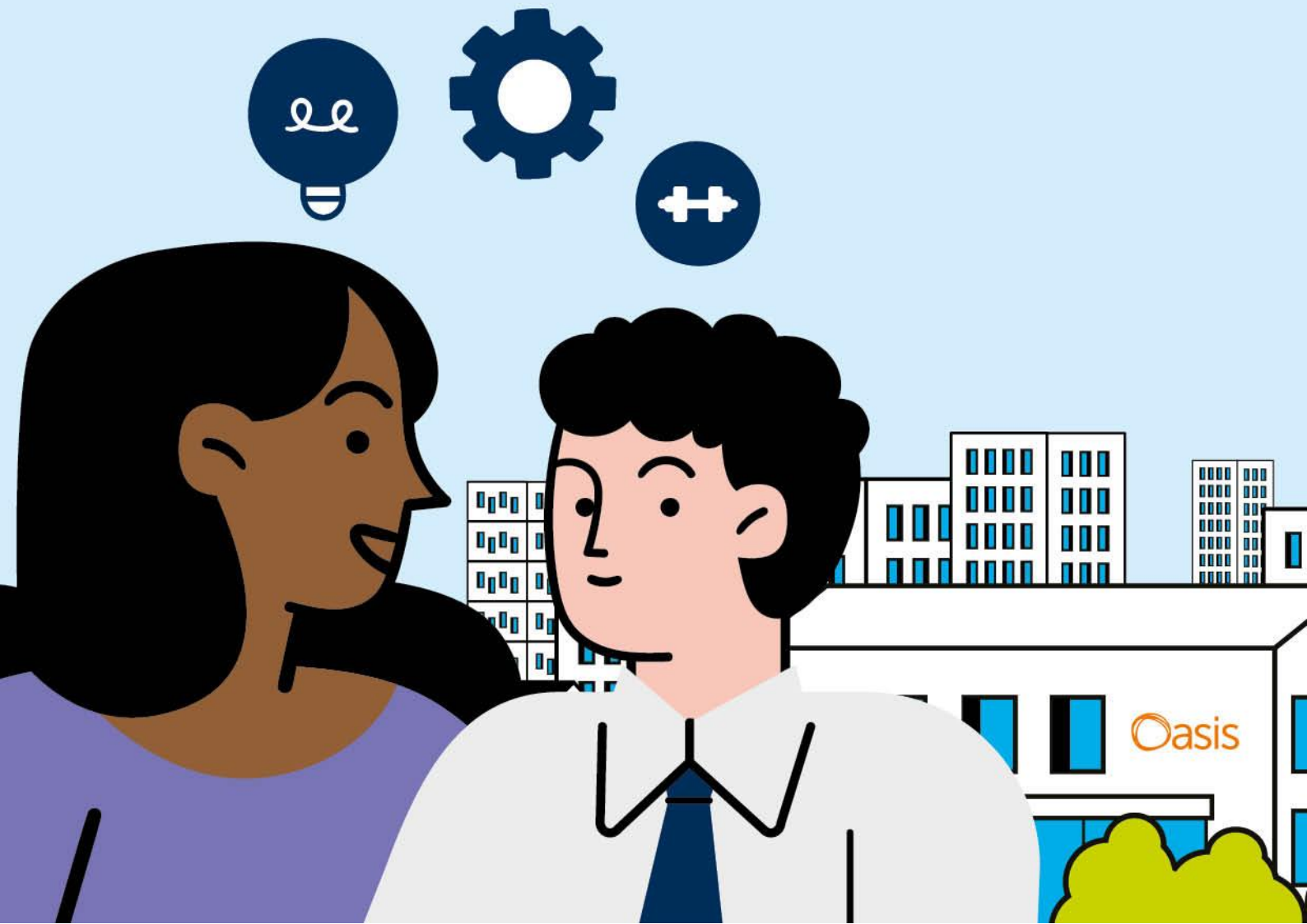


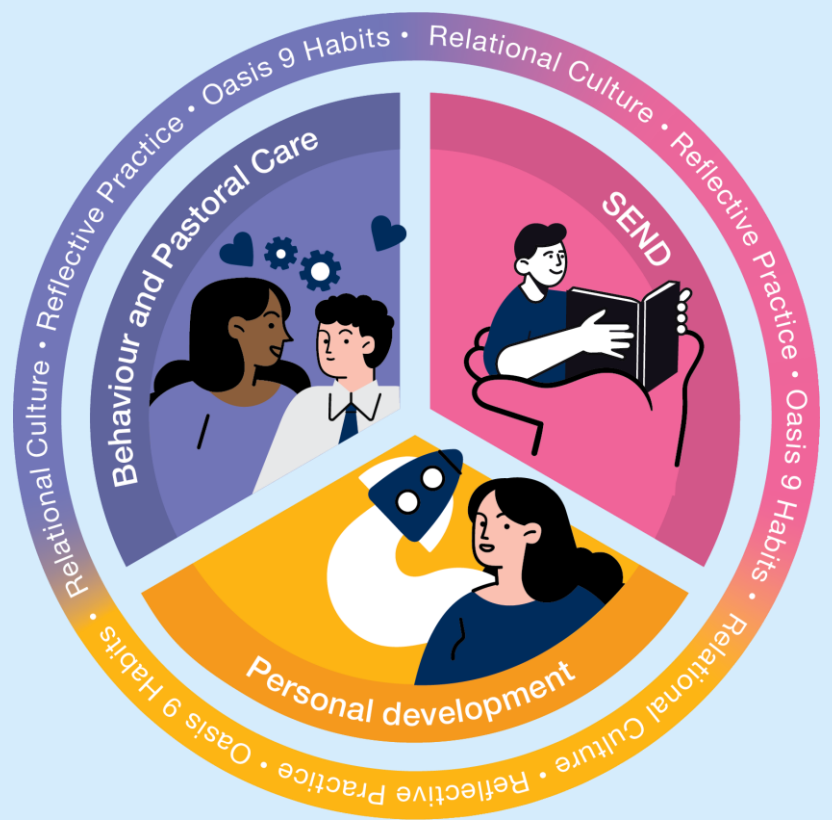


SEND

Information Report



The Oasis Way for Inclusive Practice is our framework for transformational inclusion at the heart of the community. All Oasis academies recognise that relationships are transformational, and our inclusive approach is based on cutting-edge cognitive science and developmental psychology research into the impact of trauma, attachment, ACEs and SEND on the way our children learn and develop. The Oasis Way ensures all our academies are aligned in a shared approach to relational, restorative and-trauma responsive practice through three core policy areas: Behaviour and Pastoral Care, Special Educational Needs and Personal Development.



Our approach to Behaviour and Pastoral Care centres intentional relationship building and a trauma-responsive ethos.

Our approach to Special Educational Needs and Disabilities enacts a child-centred model and celebrates difference as an asset.

Our approach to Personal Development promotes connection, empowers children as leaders and prepares them to lead flourishing lives.



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Our vision for SEND

1. Welcome to our SEND information report!

This Information Report provides information on what young people and their families can expect from us at Oasis Academy Warndon.

This SEND Information Report should be read in conjunction with the following documents that are available on our website:

- SEND Handbook
- Graduated Response Academy Offer
- OAW Criteria for SEND Support
- Parent Information Letter
- SEND Executive Summary



We're **rewriting** the story



Our vision for SEND

Meet our SEND team

Name	Role
Suzanne Owen	Principal & SENDCO
Alison Bolton	Assistant SENDCO
Michelle Thorne	Speech & Language HLTA
Kirsty Finnegan	Speech & Language Specialist
Lucy Thomas	Inclusion Lead
Naomi Cooke	Deputy Principal & Phase Leader
Abi Minton	Deputy Principal & Phase Leader
Amelia Baker	Assistant Principal
Kali Jauncey	Assistant Principal & EYFS Lead

If you need to speak to a member of the SEND team, please contact the school office.





Our vision for SEND

2. What kinds of Special Educational Needs do we provide for?

Communication and Interaction

Within the code of practice, communication and interaction is defined as follows:

'Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives..'

Cognition and Learning

Within the code of practice, cognition and learning is defined as follows:

'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.'





Our vision for SEND

2. What kinds of Special Educational Needs do we provide for?

Social Emotional and Mental Health

Within the code of practice, social, emotional and mental health is defined as follows:

'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as ADD, ADHD or attachment disorder.'

Sensory and/or Physical Needs

Within the code of practice, sensory and physical is defined as follows:

'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment, hearing impairment or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.'





Our vision for SEND

3. How do we make sure children with SEND are fully included in our school?

Our vision for children with SEND is that inclusion should be at the heart of the community, driven through our ethos, values of inclusion, equality, healthy relationships, hope and perseverance.

Through The Oasis Way for Inclusive Practice, we are continually refining our systems to support holistic inclusion for all pupils, encompassing Behaviour and Pastoral Care, Special Educational Needs and Personal Development to ensure that every child experiences genuine and transformational inclusion.

At Oasis Academy Warndon, we carefully plan our approach to inclusion, including our approach to Special Educational Needs and Disabilities, to ensure that the needs of all community members are met, and our children go on to fulfil their full potential.



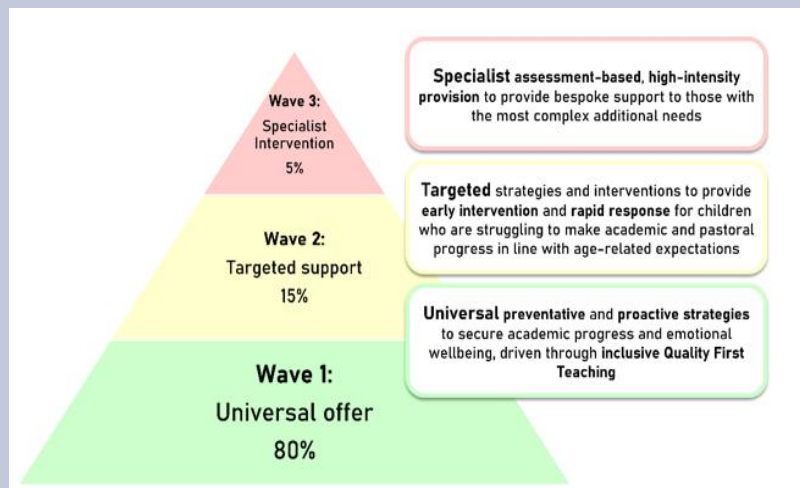


Our vision for SEND

3. How do we make sure children with SEND are fully included in our school?

The Oasis Entitlement ensures equality and inclusion are at the heart of everything we do. We have a passion to include everyone and a deep desire to treat everyone equally. We accept others for who they are and respect differences.

We use the graduated response approach to ensure that we offer a staged intervention plan that provides a coordinated approach to supporting pupil needs at every level. The graduated response has 3 layers of support:





Knowing every child

4. How are parents of children with SEND consulted with and involved in the education of their child?

How you are consulted and involved

To support teachers who are concerned that a learner in their class is not making expected progress, we use the four-part **Assess, Plan, Do, Review cycle**. 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 1 and 2 interventions following observation, assessment and consultation with child and family

As demonstrated in the table above, parents/ carers will be consulted after an unsuccessful first cycle where wave 1 strategies have been implemented. They will work with the child's class teacher and phase leader to set out new strategies to trial during the second cycle. Following on from this, and another unsuccessful cycle, the inclusion team will be consulted where directed wave 1 and wave 2 interventions will be implemented following observation, assessment and consultation with the child and family. Parents/ carers will receive their child's IPM termly (where a child is on the SEND register) with details of their provision, targets and progress.

Our assistant SENDCO is on hand with weekly appointments which can be booked through the main office. These are only available for children on the SEND register.





Knowing every child

5. How are children with SEND consulted with and involved in their education?

How children are consulted and involved

As mentioned previously, we use the four-part Assess, Plan, Do, Review cycle. 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 1 and 2 interventions following observation, assessment and consultation with child and family

As you can see from the table above, children are often consulted during cycle 1 as this is where the class teacher is pushing intentional and targeted use of wave 1 strategies. These strategies are in place to support the child in achieving so they are often involved in this process where outcomes are shared.

In addition to being involved throughout each cycle, class teachers work with the child to develop a '**SEND Profile/ All About Me**'. This document allows the teacher to build the relationship they have with the child by discussing their likes, dislikes, what's important to them, what they find tricky and what can help them. This is an extremely valuable tool when putting strategies in place which hook them.





Knowing every child

6. How are children with SEND prepared for and supported with transitions?

Transition into our school

Where a child is new to our academy, there are many opportunities for parents and carers to visit with their child. We also receive an in-depth transition handover from your child's previous setting where all SEND reports are passed over to us.

We ensure that pupils with SEND have secure and successful transitions between establishments, by carefully planning how we engage with families, pupils and wider professionals.

Transition between classes and key stages

Additional transition sessions are arranged with known adults to ensure the pupil is confident and happy in the knowledge of their next academic placement.

EHCP children have dedicated transition time with their class teachers to ensure they have an effective relationship before they enter this adult's care, and this time continues throughout the year to build and maintain this relationship.





Knowing every child

6. How are children with SEND prepared for and supported with transitions?

Transition to a new school or phase of education

In these situations, multiple meetings with agency, feeder schools or secondary schools (with professionals who have worked with the pupil) will take place to ensure a successful transition is achieved.

Likewise, a complete documented handover to Year leads and separate SENCO meetings are arranged with the secondary or new school to ensure all relevant and important information is shared.

Teachers and key workers from the next setting are invited to the academy to complete additional 1:1 or small group sessions with vulnerable pupils in the security of their current setting.

Preparing for adulthood

Our PSHE curriculum supports children in preparing for adulthood at an age-appropriate level (Y1-6). We discuss how responsibilities change as we get older and progress throughout the academy. In KS2, we start to look at managing our finances; understanding what debt is.

We have a dedicated week each year for careers where members of the community are invited into the academy to discuss their jobs with the children. During this time, we explore children's interests and look at different paths they could take in order to get a carer in their desired field.





Inclusive high quality teaching

7. How do we adapt our curriculum and environment to meet the needs of children with SEND?

Our accessible and inclusive curriculum

As an Oasis Academy, we deliver the Oasis curriculum to all children. All staff have the responsibility to ensure that this curriculum is delivered with appropriate adaptations to meet the needs of pupils with SEND. We make the most of our technology to provide an immersive and captivating curriculum whilst supporting learners with SEND. We use inclusive high-quality teaching, adaptive planning and responsive teaching to meet the needs of our children in addition to specialist/targeted interventions.

At the start of the academic year, all teaching staff have a session with our Educational Psychologist (Kevin Mackleworth) to build an accurate class profile. In these specialist-led sessions, each class is discussed in huge detail, including the demographics behind each group, to create a profile. This profile builds up an accurate image to the make-up of each class and provides useful, expert strategies in how to best engage them and to support high-quality teaching.

In our academy, around 5% of children access a personalised curriculum. This is for a select number of pupils who have an EHCP and cannot access the Oasis curriculum with appropriate adaptations being made. For these children, their personalised curriculum is built around the targets outlined in Section E of their EHCP.





Inclusive high quality teaching

7. How do we adapt our curriculum and environment to meet the needs of children with SEND?

Our accessible and inclusive environment

At Oasis Academy Warndon, we pride ourselves in our inclusive environment. Each classroom is equipped with a communication board which any child can access to support their interactions – these are also in key areas throughout the academy to ensure our approach is consistent (promoting autonomy) both inside and outside of the class.

SALT regularly conduct environment walks to ensure we have a consistent approach to support our learners. From September 2025, our display policy is consistent across the academy (brown backing paper, black corrugated boarder and a coloured boarder which corresponds to the colour of the book) to provide children with a sense of predictability no matter where they are. All areas of the academy are clutter-free to prevent cognitive overload and each room uses widgets/ colourful semantics to support communication. Every classroom has a visual timetable clearly displayed and updated each day.

Our pastoral team have supported class teachers in creating a calm corner in every classroom with resources to support children with regulating which is in line with the Zones of Regulation. Sensory resources are on hand to support learners with their additional needs.





Inclusive high quality teaching

8. What is our approach to teaching pupils with SEND?

At Oasis Academy Warndon, we use the **graduated response** to support all children (including those with SEND). Throughout their schooling, children can move up and down the waves of the graduated response.

Wave 1 of the graduated approach is our universal offer which 80% of pupils will access. This stage uses preventative and proactive strategies to secure academic progress and emotional wellbeing, driven through **inclusive high-quality teaching** strategies.

Wave 2 of the graduated response is our targeted support which 15% of our pupils access. These **provide targeted strategies and interventions** to provide a rapid response to children who are struggling to make academic and pastoral progress in line with age-related expectations.

Wave 3 of the graduated response is our **specialized intervention** (which includes personalised learning) for 5% of our pupils. Specialist assessment-based, high-intensity provision is in place to provide bespoke support to those with the most complex and additional needs. External professionals will have involvement and alternative provision/ timetables may be considered (such as a personalised curriculum).





Inclusive high quality teaching

9. How will we keep you informed about how your child with SEND is doing in school?

We are in regular communication with the parents/carers of our SEND and EHCP learners, which does increase during specific points of the year. All parents/ carers will have their child's EHCP and IPMs shared with them, with details of progress and the frequency of the provision, at specific points throughout the year.

All parents will receive a text alert when their child is on gold at the end of the day and are invited to celebration assembly when their children has won the award. Likewise, class teachers will regularly communicate with parents/ carers on the door or will ring home where necessary to inform them about their child and provide praise to maintain positive relationships. As detailed in our SEND Handbook, we offer appointments where parents/carers are welcome to book a slot with our Assistant SENDCO.

For children with an EHCP, Annual Reviews are undertaken at least once a year in partnership with the child and their parent/carer to take account of their views, wishes and feelings. This is to look at how the child is progressing and to ensure that the plan is kept up to date.





Inclusive high quality teaching

10. How do we evaluate our provisions and ensure that children with SEND make progress?

Progress in the curriculum

We evaluate our provision for SEND children through analysing a variety of data. We take formative data from everyday class-based lessons; summative data from Headstart and SATs style papers; pre-assessment and post-assessment data from SmartGrade; unit assessments on maths.co.uk and quantitative data from personalised interventions to ensure children with SEND are making progress. This is all tracked on Insight and provides us with clear comparisons across the child's schooling history.

Senior leadership and middle leaders conduct regular learning walks to ensure lessons are accessible to all. The inclusion team have regular check-ins with those who are delivering personalised learning to ensure they are of a high-quality, meet individual needs and are effective in promoting progress against their targets.





Inclusive high quality teaching

10. How do we evaluate our provisions and ensure that children with SEND make progress?

Progress towards EHCP outcomes

Class teachers work closely with the inclusion team to ensure they understand and have secure knowledge of EHCP children's targets. The child's class teacher will then ensure that members of staff, who work with this child, know what their targets are. Specific SEND teaching assistants are assigned to focus on targets in section E through targeted provision while the class teacher and other staff support this through inclusive high-quality teaching and smaller group sessions.

As detailed previously, progress is measured in the same way through a range of assessment tools and teacher-based judgement.





Inclusive high quality teaching

11. How do we train staff to ensure they can support our children with SEND?

Inclusion Team

- Meetings are held triweekly as a team to discuss direct work being completed and next steps.
- The Leadership team look for training from oversight agencies and attended CPD termly.
- CPD for the SEND TAs is run in weekly sessions. Feedback is provided to the send team half termly.
- The SEND team analyse the data provided from the interventions and share the impact with the team. This then enables discussion to take place to decide on the next steps of provision that is required.

Teaching staff

- Staff receive CPD weekly using a wide variety of texts to support the development in understanding in wider teaching and learning and the use of StepLab as a coaching tool.
- Teachers also have 3 weekly PPM meetings termly to discuss the needs and developments of individual pupils including pupils with additional needs.
- Termly IPM meetings are run with a focus on pupils with individualised learning plans where discussions around progress and need are raised and provision is developed.

Support staff

- All support staff have weekly CPD sessions which are carefully mapped out across the year.
- Our assistant SENDCO holds termly 1:1 check ins with all support staff where they have the opportunity to ask any questions and run through the provisions that have been running.
- The Inclusion team analyse the data provided from the interventions and share the impact with the team. This then enables discussion to take place to decide on the next steps of provision that is required.





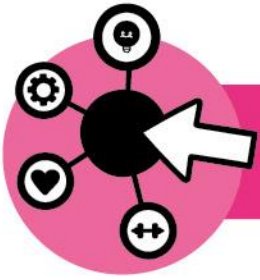
Inclusive high quality teaching

12. What specialist services do we work with to support children with SEND?

We recognise the importance of engaging with specialist services to meet the needs of pupils with SEND at Wave 3 of the graduated response. In our academy, we work with the following specialist services:

Service	How often?	Who for?
Educational psychologist	1/2 day per week	For children with complex Cognition and learning needs at Wave 3 of the graduated response, and for others as agreed in TAC meetings
CCN	1/2 day per week	For children with complex ASD needs at Wave 3 of the graduated response, and for others as agreed in TAC meetings
SALT Therapist	1 day a week	For children with complex Speech, language and communication needs at Wave 3 of the graduated response, and for others as agreed in TAC meetings
WEST Team	1 day a week	For children with complex SEMH needs at Wave 3 of the graduated response, and for others as agreed in TAC meetings.





Interventions matched to need

13. What additional support and provisions are available for children with SEND in our academy?

Communication and Interaction support

You can view an in-depth break down of what support and provision we offer (in line with the graduated response) in the following document on our website:

Graduated Response
Academy Offer – All-
through SEND Offer.

Cognition and Learning support

You can view an in-depth break down of what support and provision we offer (in line with the graduated response) in the following document on our website:

Graduated Response
Academy Offer – All-
through SEND Offer.





Interventions matched to need

13. What additional support and provisions are available for children with SEND in our academy?

Social Emotional and Mental Health support

You can view an in-depth breakdown of what support and provision we offer (in line with the graduated response) in the following document on our website:

Graduated Response
Academy Offer – All-
through SEND Offer.

Sensory and/or Physical support

You can view an in-depth breakdown of what support and provision we offer (in line with the graduated response) in the following document on our website:

Graduated Response
Academy Offer – All-
through SEND Offer.





Interventions matched to need

14. What support will there be for my child's wellbeing, including social, emotional and mental health?

How we teach pupils about social and emotional wellbeing

Our PD (personal development) and PSHE curriculum are carefully planned out to support pupils' social and emotional wellbeing. Children are taught about the body, in a scientific and age-appropriate manner, to ensure they have a basic understanding of wellbeing and regulation. As children progress through the academy, they are taught strategies to support with self-regulation and how to adapt a healthy life-style.

At Oasis, we use Zones of Regulations to support children in recognizing when they are becoming less regulated. By doing this, they are able to proactively manage their feelings to get themselves back on track. Our pastoral team delve further into this during sessions with specific children. Pastoral support is available to all children, but specific children have weekly group or individual sessions to support their mental health. We are extremely lucky to work with WEST (wellbeing, emotional support team) who are a team of specialist professionals offering support before CAHMS.





Interventions matched to need

14. What support will there be for my child's wellbeing, including social, emotional and mental health?

How we support pupils who are struggling with their social and emotional wellbeing

We want to support our pupils with their mental health by equipping them with the right tools they need to manage themselves effectively. Staff are always on hand to intervene and support with co-regulation, but we want our pupils to have a promising future where they are self-sufficient adults.

How we support families

Our pastoral team work closely with class teachers and the inclusion team to provide the most effective support. Pastoral parental workshops run half-termly where families are invited into the academy to support their understanding of wellbeing. Likewise, the team will make regular contact with the families of those children seen regularly to keep them informed and updated with progress made.





Interventions matched to need

15. How do we work with the local authority and other services to meet the needs of children with SEND?

Our Local Offer and other useful services

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.

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

You can read more about how we work with the local authority and our localised offer in [this document](#).





Interventions matched to need

16. What can you do if you are concerned about your child's support?

What to do if you are worried

If you are have concerns about your child's support, contact the school office via telephone or email. They will arrange a call back at a later date to discuss your worries.

Our complaints procedures

For complaints procedures please contact the main office for an appointment with a senior leader and also see the Parent Complaint Policy on the Policy page.





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