



The Oasis Way

Oasis Academy Warndon

SEND Handbook

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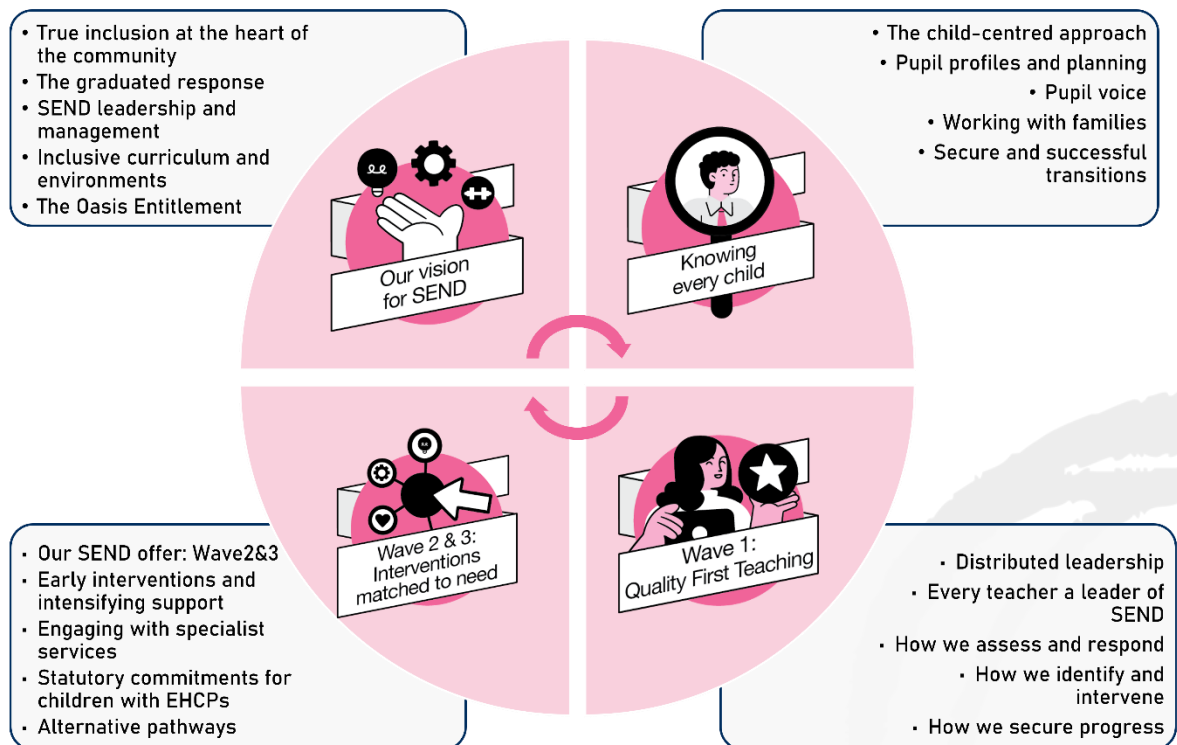
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The Oasis Way SEND Handbook Intent

At Oasis, we believe in true inclusion 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. This SEND handbook provides an overview for staff of our approach to Special Educational Needs and Disabilities, encompassing our four SEND levers:



You can find out more about our SEND approach in our policy. [SEND POLICY](#)

This SEND handbook is designed to meet the needs of staff who want to understand how The Oasis Way SEND policy is localised at our academy, and how to secure inclusion for every child that they support.

Lever 1: Our vision for SEND

1. True inclusion at the heart of the community at Oasis Academy Warndon

At Oasis Academy Warndon, we recognise that – nationally – children with SEND have lower outcomes and are more likely to be excluded than their peers. In order to secure true inclusion at the heart of the community, our academy takes a different approach:

- We are **child-centred**, taking the time to know every child as an individual, rather than focusing on behaviours and diagnostics, and giving them a central voice in decisions about their support.
- We are **strengths-based**, celebrating difference as an asset and seeking to identify and amplify the existing strengths, assets and capabilities of children with SEND as a springboard to promote increased connection, belonging, and progress.
- We take a **holistic**, whole-child approach, targeting personal, social and emotional growth alongside academic progress.
- We **work in partnership**, working with families and wider community members to create a Team around the Child to facilitate genuine co-production about each child's provision.

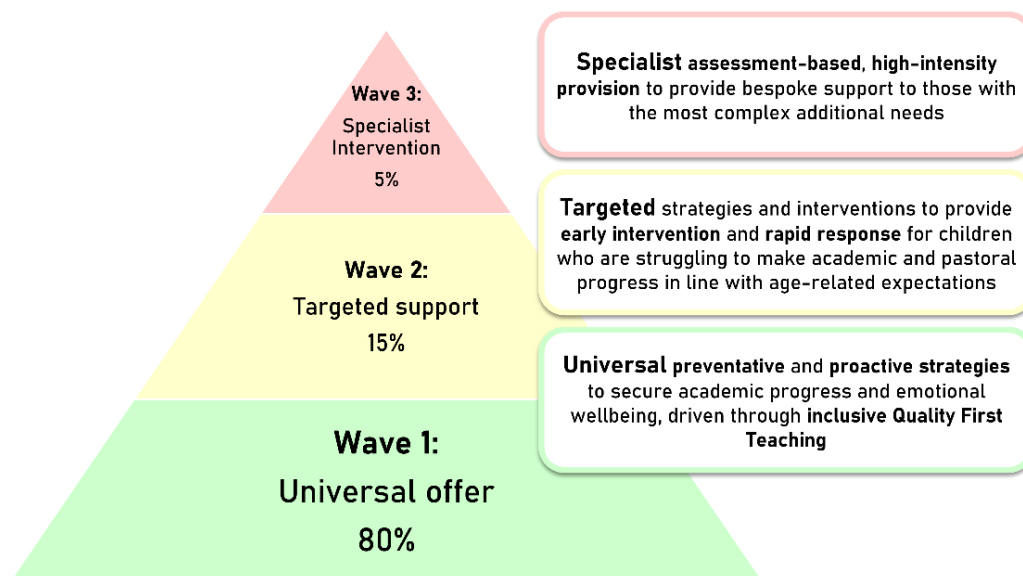
These principles guide us to create an academy vision that will secure true inclusion for children with SEND at the heart of our community:

Equality and inclusion are at the heart of Oasis. 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.

2. The graduated response at Oasis Academy Warndon

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:



The content in levers 1, 2 and 3 outlines our universal offer for pupils with SEND. For further detail about our Academy offer at each wave, see Lever 4: Wave 2 & 3 Interventions matched to need.

3. SEND leadership and management at Oasis Academy Warndon

We recognise that, to achieve a truly inclusive culture, SEND leadership and management needs to reach far beyond the work of the SENDCo alone. Instead, there must be a whole-academy approach to SEND, in which every member of staff recognises their role as a leader of SEND in the academy. To create this culture, we focus on four key areas of leadership and management:

Working with the academy leadership team	<ul style="list-style-type: none"> SEND is an itemised agenda point on the weekly SALT meeting with discussion around key metrics, developments and individual cases Monitoring and evaluation for SEND provision is incorporated in the termly monitoring cycle which incorporates joint learning walks, book looks, staff, planning scrutinises, staff and pupil voice discussions. SEND priorities are reflected in the LOP and the ADP.
Working with middle leaders	<ul style="list-style-type: none"> Middle leaders are fully involved in the monitoring and evaluation for SEND provision in their subject areas alongside the SENCO and SEND Team. Incorporated in the termly monitoring cycle are joint learning walks, book looks, staff, planning scrutinises, staff and pupil voice discussions.
Working with teachers	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> • Teachers also have 3 weekly PPM meetings to discuss the needs and developments of individual pupils including pupils with additional needs. Termly IMP meetings are run with a focus on pupils with individualised learning plans where discussions around progress and need are raised and provision is developed. • Pastoral leaders have weekly planning and assessment meetings. Supervision is also provided on a half termly rota. • Workshops for parent are run half termly. • Drop-in sessions with the Assistant Senco are run weekly. • CPD sessions for teachers are run weekly
Leading the SEND team	<ul style="list-style-type: none"> • 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.

4. Inclusive curriculum and environments at Oasis Academy Warndon

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.

- See Lever 3: Wave 1 Inclusive High Quality Teaching, for more information on how we support teachers with adaptive planning and responsive teaching.
- For children who require alternative curriculum pathways, please see section 20. Alternative Pathways in Lever 4: Wave 2 & 3 Interventions matched to need.

As well as the curriculum, we must also consider how inclusively our environment has been designed to remove barriers to learning for pupils with SEND. We make the following considerations when it comes to the environment:

Aspect	Considerations
Lighting	<p>We ensure all areas of the Academy are well lit to ensure we are compliant with health and safety regulations. Likewise, all rooms have blinds to help combat any glare caused by natural light.</p> <p>In pastoral, there is a black out tent for children to access when they are in need of a quiet, dark space to support with emotional regulation.</p>

	We are always adapting and responding to the needs of staff and pupils, and will make any necessary adjustments where lighting causes issues.
Sound	<p>All staff understand the importance of having an effective classroom environment, including the impact noise-levels can have on all learners. As a result, staff utilise their behaviour management techniques to ensure their classrooms are at an appropriate noise-level to minimise disruption.</p> <p>Likewise, for learners who are sensitive to noise, we have a selection of ear defenders to support their individual needs which they can access when necessary.</p> <p>For pupils with hearing impairments, staff have regular appointments with that specific child's assigned 'Teacher of the deaf' to ensure they have appropriate knowledge of the child's individual needs and strategies to support their impairment. Staff are able to use audio aids appropriately as directed by external professionals.</p>
Sensory supports	We understand that some children have sensory needs which require the use of resources such as fidget toys, wobble cushions, weighted blankets and pencil toppers. Staff will work with the inclusion and pastoral leads to develop a plan for that specific child's needs and will agree this with the child and their parent's/ carer's input.
Regulation supports	All classrooms have a 'regulation station / calm corner' which all learners can access throughout the day. This station has several resources including a check in station, widgets to support with identifying emotions, breathing techniques, anxiety calming strategies and mindfulness resources.
Room layout and organisation	<p>The layout of each room is carefully considered based on the needs of the children who are in that room. Where possible, we try to maximise space to allow children to feel free and reduce stress.</p> <p>Drawers, within classrooms, are clearly labelled with widget symbols to make it clear to pupils where resources can be found. Class room audits are regularly completed by phase leaders to ensure each room meets the specification outlined.</p> <p>Likewise, children's individual needs (including social and emotional needs) are taken into consideration when developing the room's layout and seating plan. The inclusion team has ensured that each classroom has space for a single desk, against a blank space of the wall, for specific children to utilise where they are struggling to regulate. This minimises external stimuli which could result in that child feeling overwhelmed.</p>

	All areas of the academy are clutter-free to avoid cognitive overload and are kept tidy through the use of monitors.
Clear expectations	<p>We understand the importance of consistency between all staff throughout the academy. This is why we have the same clear expectations from EYFS to Year 6.</p> <p>Our behaviour policy is always shared followed a half-term to remind children of our expectations both inside the academy and on the playground. Our non-negotiable rules can be articulated by all learners as they are well embedded within our school.</p> <p>Likewise, we understand the need for practice which is why we build in time to revisit and practice key transitions regularly (such as lining up from the playground and walking to the lunch hall).</p>
Displays and working walls	<p>As an academy, we have an agreed approach to displays which ensures children are not experiencing cognitive overload. As a result, displays contain content which is relevant to the children and can easily be referred to throughout the term's theme.</p> <p>Senior leaders conduct regular learning walks, with subject leaders, to ensure displays and working walls meet the criteria clearly set out.</p> <p>Each class displays 'WOW work' which celebrates individual children's achievements and progress.</p>
Building belonging	<p>In our academy, we always approach behaviour with a PACEful attitude (playfulness, acceptance, curiosity and empathy) to build belonging. We strive for every child to know that they matter and that they are part of our 'Messy O' – our Oasis family.</p> <p>When addressing negative behaviour, staff will always ensure restorative justice happens to address the negative behaviour, reflect on what could be done differently next time and then bridge the relationship between the child and the adult involved so the child understands that they are still valued and belong despite their behaviour.</p>

We quality assure the inclusivity of our curriculum and environments using The Oasis Way Inclusive Curriculum and Environments checklist: [Inclusive Classroom checklist.docx](#)

5. The Oasis Entitlement at Oasis Academy Warndon

All our pupils enjoy the Oasis Entitlement, a holistic offer and guaranteed set of opportunities during their time at the academy. This is part of our strategy across the trust, to ensure that

every child has the chance to experience a wealth of exciting, inspirational and potentially life-changing opportunities. We ensure that children with SEND have full access to the Oasis Entitlement, and carefully monitor the participation of pupils with SEND to ensure that full equity of offer is available to all pupils. We particularly monitor participation in these four aspects:

Aspect	Considerations
<p>Mental health support, including through specific pathways</p>	<p>Pupils with SEND may have higher incidences of mental health needs, particularly those with SEMH or neurodiversity, and may struggle to seek help due to communication needs.</p> <p>We provide the following pathways to mental health support for pupils with SEND:</p> <ul style="list-style-type: none"> - Quality First Teaching [Wave 1] - Access to pastoral staff with Level 2 counsellor training [Wave 1] - Thrive and Flourish whole class screening [Wave 1] - Girls of Board sessions [Wave 2] - WEST (Well-being and emotional support team) involvement [Wave 2] - Bespoke group sessions addressing identified area of need [Wave 2] - Bespoke 1:1 sessions addressing identified area of need [Wave 2] - Kooth Online (Y6 only) [Wave 2] - CAHMS [Wave 3] - Specialist provision during breaktime and lunchtime [Wave 3]
<p>Pupil leadership and pupil voice activities</p>	<p>Pupils with SEND may be overlooked or lack the confidence to apply when pupil leadership roles are made available, particularly if pupils are asked to self-nominate through formal application processes.</p> <p>We remove barriers to leadership roles for pupils with SEND by ensuring the application process is accessible and clear.</p> <p>The roles are then decided by our Behaviour and 9 Habit Champion who will take their behaviour points into consideration. Each child then has an interview with this key member of staff in a low-pressure and low-stress environment.</p> <p>Likewise, when conducting pupil voice we ensure SEND children have equal opportunities. These activities always take place in a familiar environment with a key member of staff who these children have a positive</p>

	relationship with. Barriers are carefully considered and adaptations made to ensure we are able to gain their accurate views and opinions.
School productions, sports teams, music lessons and after-school clubs	We carefully track and monitor the engagement of pupils with SEND in school productions, sports teams, music lessons and after-school clubs to ensure that they are supported to participate fully in enrichment activities to build belonging, develop skills and increase wellbeing. We do this by analysing half-termly data to identify specific children to invite to these opportunities.
Residential trips, educational visits and careers opportunities	Pupils with SEND often experience barriers to accessing residential trips, visits and careers pathways. We use data to track and monitor the participation of pupils with SEND in these opportunities. We also work closely with families to ensure they are fully informed every step of the way; their concerns are listened to and proactive measure put in place.

Level 2: Knowing every child

6. The child-centred approach at Oasis Academy Warndon

We recognise the importance of knowing every child as an individual in order to appropriately celebrate and amplify their strengths and respond to their specific areas of need to secure progress for every pupil with SEND. For this reason, we take a child-centred approach to Special Educational Needs and Disabilities, in line with recommended guidance in the SEN Code of Practice (2015).

We do this by ensuring that genuine co-production is built into our systems and practices, with pupils, families and staff.

7. Pupil profiles and planning at Oasis Academy Warndon

We have a number of tools to support the development of pupil profiles and planning for pupils with SEND. Some of our tools meet the need of capturing pupil voice directly, some of capturing adaptations to the learning and environment, and some of planning and reviewing provision. It is important that all staff understand the purpose of these tools and how they are used to support child-centred practice. You can find details of our tools and how they are used in the table below:

Tool	Purpose	How they are used by staff
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<p>One page profiles/ All About Me</p>	<p>One page profiles/ all about me tools are used to get to know specific children better. They are precise and provide clear information on what is important to the child and how they can be supported most effectively.</p> <p>This tool has a strengths-based approach which focuses on the child's interesting and strengths rather than what they struggle with.</p>	<p>All members of staff have access to this tool. The reason we use this tool is to provide an accurate view of the child so every member of staff knows what works for them.</p> <p>Class teachers, and other trusted adults, work with the child at the beginning of each academic year to create their individualised profile. These are then reviewed and updated at regular points throughout the year.</p>
<p>Individual Provision Maps (IPMs)</p>	<p>At Oasis Academy Warndon, our Individual Provision Maps (IPMs) hold all of the small steps to learning (SMART targets) which we want specific children to achieve.</p> <p>These targets are fluid, flexible and personalised to each child's individual need.</p> <p>All children who have an IPM are on the SEND register and their parents/ carers are aware of this. Their child's IPM is shared at key points throughout the year to keep them in the loop with the progress their child is making.</p>	<p>Class teachers identify the specific child's target and put a provision in place to enable them to meet that target. Entry data is gathered to assess their starting point before the provision begins. After 6 weeks, on a cycle of 'Assess, Plan, Do, review' (APDR), the same baseline is repeated to gain exit data to measure whether progress has been made.</p> <p>If the target has been met, the child's class teacher will continue to revisit this target to ensure it's in their long-term memory, and a new focus will be given to allow them to move on.</p>
<p>Class Overviews/ Adaptations</p>	<p>This document is clearly displayed in each classroom for any member of staff to refer to.</p> <p>It holds key information about learners within the classroom such as those who have regulatory aids,</p>	<p>Class teachers develop the class overview/ adaption document with their class's previous teacher. This takes place either at the start of a new academic year or at the end of the previous one.</p>

	<p>those who utilise specific strategies, grouping which work well etc.</p> <p>The aim of this tool is to ensure consistency between adults.</p>	<p>The final document is clearly displayed in each classroom in a location that is only visible to members of staff. This is used to ensure consistency between adults as it clearly highlights important information and extra provision implemented for specific children.</p>
<p>Seating Plans</p>	<p>Seating plans are regularly revisited by the children's class teacher as we know that relationships are constantly evolving in addition to individual circumstances.</p> <p>These plans, like our class overview/ adaption document, are always in a central and easily-identifiable location for adults to refer to.</p>	<p>This document is used to ensure consistency between adults and is used to hold the children accountable. Seats have been decided by the child's class teacher, in conjunction with the inclusion team, to ensure each child gets what is best for them and that their needs are met.</p>
<p>PSPs / RSPs (Specific Pupils)</p>	<p>PSPs (pupil support plans) and RSPs (relational support plans) are in place for specific pupils with social, emotional, mental health difficulties and behaviours of concern. The plan outlines important information about the child (similar to a one page profile), and also sets out 3 SMART targets which we are working towards.</p>	<p>PSPs/ RSPs are useful to all staff who work with the specific child as their plan deals the exact approach and steps we are taking which may differ from the universal approach.</p>
<p>Risk Assessments (Specific Pupils)</p>	<p>Risk assessments are created for individual and specific pupils to provide enough information to all relevant members of staff so that they can be cared for safely and appropriately.</p>	<p>Risk assessments are shared with all members of staff who work with that child. They are a document that is going to be constantly evolving to ensure the specific child is safe in addition to those around them.</p> <p>Risk assessments can also outline steps which need to be followed under specific circumstances (e.g. in a fire drill).</p>

Use of Insight to support pupil profiles and planning

As an Oasis primary academy, we use Insight to support our planning for pupils with SEND. Our Individual Provision Maps (IPMs) are accessed through Insight:

Individual Provision Maps

We use Individual Provision Maps (IPMs) to track the progress of individual pupils who are on the SEND register. Our IPM's use the graduated approach (Assess, Plan, Do, Review) to ensure that the provision of pupils with SEND is appropriately matched to their strengths and needs, and that these are reviewed regularly to secure progress. Insight allows us to prepopulate our IPMs with the most up to date assessment data to ensure we can monitor the impact of our provision on pupil outcomes.

All staff are expected to engage with IPMs to secure progress for pupils with SEND:

Where to find them	IPMs are found on each child's overview under 'Learning Plan'.
How to use them	IPMs are clear to follow as they details the type of provision provided, the child's individual target (linked to BOATs), who is running the intervention and the frequency of it, entry data, exit data and a review of the progress (RAG rated).
How we review impact	<p>We review the impact of interventions through gathering entry and exit data. If a target has been met, we will see a clear increase in the data. Class teachers will set a threshold to decide whether a target has been 'met', 'partially met' or 'not met'.</p> <p>By linking our IPMs to the provision mapping tool on insight, the RAG rating score pulls over for that specific intervention and collects the data from all children accessing that provision to evaluate the effectiveness of that specific session.</p>
How often they are updated	<p>IPMs are updated on Insight each term. However, the cycle of 'assess, plan, do, review' is usually a 6-week cycle meaning that multiple targets can be met across a term.</p> <p>Members of staff running the intervention are in constant communication with the child's class teacher to keep them informed of their progress. If a child is clearly meeting their target before the 6-week cycle is up, they are encouraged to assess the child and move them onto a new target which is better suited and provides a suitable challenge.</p>

8. Pupil voice at Oasis Academy Warndon

We recognise the importance of pupil voice throughout SEND processes, including identification, assessment, action planning and review. We do not assume the views of children about their experiences, strengths, needs and provision. Instead, we use a range of

tools to work with pupils with SEND to listen to their voices and reflect their views in the provisions that we make.

We use the following tools to gather the voices of pupils with SEND:

Mechanism	When we do it	How we do it	How we follow up
<i>Digital surveys</i>	<p>Every child in KS2 sits the Flourishing Life survey at the start of the year.</p> <p>Termly, surveys are then sent out to gather pupil voice over a range of topics (e.g. wellbeing and safeguarding).</p>	<p>These surveys are sent out to each class. Class teachers are given clear guidance to block out enough time for the children and to discuss each question with the class to ensure every child understands what is being asked.</p> <p>We also consider those who struggle to access this content and will organise these surveys taking place in smaller groups where more support can be provided if needed.</p>	<p>The leader responsible for that specific area will then analyse the results and will share their findings with the wider team.</p> <p>Any trends will be investigated in addition to any anomalies with results. From this, we can implement an action plan to address weaker areas which have been highlighted through additional sessions, CPD or new initiatives.</p>
<i>Mini SLT pupil voice activities</i>	<p>At Oasis Academy Warndon, leaders meet with their member of Mini SLT half-termly as a minimum. Some of this time is spent conducting learning walks and pupil voice surveys based on their area of expertise.</p>	<p>Leaders will liaise with their member of Mini SLT to support either on a learning walk or with a pupil voice activity. Together, they will develop a clear criteria for what they are looking for. This is a great way to monitor the academy whilst gaining an insight to pupils' perspectives (from the member of Mini SLT).</p>	<p>Following on from this activity, the leader will work with the member of Mini SLT to create SMART targets to work towards.</p>
<i>Subject leader pupil voice panels</i>	<p>As part of our academy termly monitoring cycle, subject leaders (reading, writing, maths and foundation) will conduct a pupil voice panel with a selected sample to ensure there are a wide range of voices heard.</p> <p>A similar pupil voice panel is ran by a member of the inclusion team to gain an insight to SEND pupils' perspectives of the academy.</p>	<p>A sample of children is agreed on to ensure an accurate and wide-range of views are gathered (SEND perspective is always gathered).</p> <p>The panel takes part in a safe and comfortable environment where children know they can be honest in their views.</p> <p>The way the information is going to be gathered is carefully considered beforehand to ensure this will not be a barrier for pupils.</p>	<p>The leader responsible for that specific area will then analyse the results and will share their findings with the wider team.</p> <p>Any trends will be investigated in addition to any anomalies with results. From this, we can implement an action plan to address weaker areas which have been highlighted through additional sessions, CPD or new initiatives.</p>

9. Working with families at Oasis Academy Warndon

We take a solutions-focused approach to working with families, ensuring that we centre their voices alongside the voices of their children in the design, implementation and review of provision.

There are 10 core principles of the solutions-focused approach:

1. The **client, child or family are the expert-** professionals are there to facilitate not direct exploration of hopes, goals and solutions
2. **If something works, do more of it-** focus the most attention on what currently or historically has worked to promote positive change or hope
3. If something is not working, **do something different**
4. A **small change can initiate a solution-** large and complex problems sometimes only require small and simple solutions, or these simple changes are what is available to us
5. **People have the necessary resources** to make change possible
6. **Language is powerful and should be reframed** to focus on solutions rather than problems (*if that wasn't happening, what would be happening instead?*)
7. **Co-operation enhances change,** all involved need to sign up and believe the goal is achievable and worthwhile and be directed towards a central shared goal
8. **The problem is the problem, not the person**
9. No problem happens all of the time, **there are always exceptions-** focus on the times, spaces and opportunities when the exceptions arise
10. **Pre-suppositional** language supports the reflection of positive outcomes. There is a difference in how we respond to 'has anything gotten better?' and 'what has gotten better?'

At Oasis Academy Warndon, we use the following solutions-focused approaches to amplify the voices of families and ensure co-production:

Approach	Description
PATH	Planning Alternative Tomorrows with Hope: We use PATH in Team around the Child meetings where change or the hope for change is required, if the child or system feels stuck and needs to re-establish a positive sense of the future. PATH is a structured approach to explore how to get to a future-orientated goal that focuses on the voice and needs of the child, rather than barriers or issues in the system, and supports advocates to work together to meet this goal.
MAPS	Map Action Planning System: We use MAPS when establishing a relationship with a child, if a child is new to a school, at a transition point or if they are newly in receipt of SEND support. MAPS supports us to create a positive dialogue with the child and

	family. It encourages collaborative, positive and solution-focused thinking by centring the story of the child, their dreams, fears, strengths and needs.
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10. Secure and successful transitions at Oasis Academy Warndon

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

Engaging with families: For a child to have a successful relationship with the academy, we must first ensure that the family has a successful relationship with us. We do this by offering:

Strategy	How it supports transition
“Walk in Wednesdays” - SEND drop in (coffee and chat weekly)	Assistant SENDCo has a weekly drop-in session where parents are able to discuss any questions or concerns around transition.
“Talking Tuesdays” – Speech and Language drop in (coffee and chat weekly)	Our Speech and Language Specialist (HLTA) has a weekly drop-in session where parents are able to discuss any questions or concerns around their child.
Meet the teacher	In the first two weeks in September a workshop/ meet the teacher session is run. This allows for the parents to meet the teacher and be informed of key dates and expectations for the year.
Parents meetings	Termly opportunities to meet class teacher and discuss any questions or concerns.

Engaging with wider professionals: Professionals who have worked closely with the pupil will have a wealth of information that can support proactive planning. We engage them by:

Strategy	How it supports transition
TAC Meetings	Meetings with agency, feeder school or secondary school with professionals who have worked with the pupil to ensure a successful transition is achieved.
Annual Reviews	Completed with all professions and allocated school to ensure all transition needs are met and addressed.

Workshops	Supporting parents in how they are able to support their pupils with transition.
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Engaging with pupils: Pupils with SEND often find transitions more difficult than pupils without SEND. We support them by:

Strategy	How it supports transition
Additional transition sessions	Additional transition sessions are arranged with known adults to ensure the pupil is confident and happy in the knowledge of their next academic placement.
New setting adults invited to the academy	Teachers and key workers from the next setting are invited to the academy to complete additional 121 or small group sessions with vulnerable pupils in the security of their current setting.
Pupil Profile documents	Pupil Profile / Pupil Voice documents are completed with pupils and shared with secondary schools to ensure the pupils voice is heard and shared.
Pastoral Transition sessions	These are completed as a small group or 121 for a period of 4-6 weeks ahead of transition to support with any concerns or worries.
Handover	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.

Level 3: Wave 1 Inclusive High Quality Teaching

11. Distributed leadership at Oasis Academy Warndon

For children with SEND to make progress, every lesson counts. This means that they need fantastic teaching every minute of every day.

Distributed leadership supports Inclusive High Quality Teaching by ensuring that:

- Everyone is clear on their role in supporting the progress of children with SEND
- Everyone is given specific responsibilities to lead effectively in their areas
- Effective systems and processes exist to support all leaders to hold each other (and themselves) to account to secure progress

At Oasis Academy Warndon, we support all staff to drive the quality of education for learners with SEND, by making clear the roles and responsibilities of each member of staff:

	1. Role in supporting the progress of children with SEND	2. Specific responsibilities to lead effectively	3. Systems and processes to support
Principal	Strategic responsibility for SEND Overall responsibility for intent, implementation, and impact	<i>Hold senior leaders and SENDCo to account for the quality of SEND provision</i>	LOP, ADP Routine review meetings with senior leaders and SENDCo
Senior leaders	<ul style="list-style-type: none"> Monitoring of SEND provision and pupil progress Data analysis and evaluation of impact Integral focus on SEND in all lesson observations 	<i>Provide support and challenge to middle leaders</i>	<i>pupil progress meetings</i>
SENDCo	<ul style="list-style-type: none"> Coordination of SEND provision and deployment of staff Monitoring of SEND provision and pupil progress Data analysis and evaluation of impact Integral focus on SEND in all lesson observations 	<i>Use analysis of data to inform future allocation of resources</i>	<i>SEND Quality of Education monitoring cycle</i>
Middle leaders	<ul style="list-style-type: none"> Monitoring of pupil progress Monitoring of IHQT and provision for children with SEND 	<i>Quality assure pupil passports and check they are completed within agreed timescales</i>	<i>pupil passport guidance</i>

	<ul style="list-style-type: none"> Integral focus on SEND in all lesson observations 		
Classroom teachers	<ul style="list-style-type: none"> Delivery of IHQT Target setting Monitoring progress of individual pupils Monitoring of interventions 	<i>Plan and deliver targeted classroom interventions for pupils not making progress</i>	<i>Use of Insight / Progress Teaching to analyse data and identify pupils E.g. Class intervention plans</i>
Support staff	<ul style="list-style-type: none"> Delivery of interventions Collation of data against targets and outcomes 	<i>Deliver interventions following guidance, recording and tracking their delivery</i>	<i>Use of Insight / Provision Map to record and track interventions within data deadlines</i>

We also make clear the roles of specific staff in a range of key SEND systems and processes.

1. IPMs – Individual Provision Maps *(we go into more detail about this in Section 13)*

Senior leaders	<p>Senior leaders are kept in the loop by class teachers about the progress of SEND children within their phase. With our SENDCo, they are informed of when a child has been identified to having a potential additional need and work with the wider team to develop a cycle of APDR.</p> <p>Senior leaders also line manage middle leaders and oversee their subject area including the effectiveness of SEND support. This means that senior leaders are heavily involved in the implementation of new whole-school strategies to support the needs of SEND learners.</p> <p>At Oasis Academy Warndon, the distribution of SEND leadership well-thought out to ensure that it doesn't fall down to being the SENDCo's responsibility. Therefore, all senior leaders will support with the writing of EHCPs in conjunction with the relevant practitioners. This means that our leaders have a clear grasp of SEND in the academy and understand individual children both within their phase and throughout the school.</p>
SENDCo	<p>The SENDCo will keep our Academy SEND register up to date and will provide advice and support to class teachers especially when identifying SEND children. Our SENDCo will closely monitor the effectiveness of implemented IHQT strategies and will evaluate the effectiveness of additional provision put in place.</p>

	<p>The inclusion team hold regular check-ins/ appointments with support staff to ensure they are sufficiently supported and will also check that the relevant documents (RAG sheets and IPMs) have been updated.</p> <p>If the need for external professional involvement has been highlighted, our SENDCo will contact the relevant professionals to arrange observations for specific children. They will then ensure the child's family are aware and will gain consent from them whilst providing any additional support.</p> <p>The inclusion team will also share updates with members of staff, will provide any CPD needed through staff meeting and will run termly IPM meetings.</p>
Middle leaders	<p>Ensure SEND children are receiving the appropriate support in the specific area they lead on.</p> <p>Monitor and review the effectiveness of current initiatives (through learning walks and pupil voice) and work with senior leaders to implement new whole-school strategies to support the needs of SEND learners.</p>
Classroom teachers	<p>Monitor and respond to the needs of all learners within the classroom.</p> <p>If there are concerns about a child potentially have an additional need, the class teacher will put in a 6-week cycle of APDR (assess, plan, do, review) to address their needs and get them back on track. After the 6-week cycle, if there has not been significant progress, the class teacher will involve their phase leader and SENDCo – raising that there is evidence to suggest this child should be on the SEND register. Another cycle of APDR, is agreed with SENDCo and phase leader in conjunction with the child's parents/ carers.</p> <p>An individual provision map (IPM) is set up by the child's class teacher, and clear targets are identified. At Oasis Academy Warndon, we used BOATs to break down the small steps to learning. The class teacher will focus on supporting this child to meet their targets in class through IHQT, and wider support staff (HLTA, TA, SEND TA, pastoral team) will be directed to begin specific intervention with that child – with a clear target to be working towards. In these interventions, a baseline will be conducted to ensure the intervention is appropriate for the child and entry data will be gathered and shared with the class teacher who will record this on the child's IPM. The frequency of the provision will be agreed alongside a timescale and the member of staff running this extra provision. After the agreed timeframe has passed, the same baseline will be conducted to gather exit data and measure the child's progress. This will again be recorded on the child's IPM. The class teacher and support staff will work together to either decide on a new target (if there is sufficient evidence to suggest the current one has been achieved) or will develop a new plan of action (this may be to continue with the current target or take a step back and decide on a smaller step which will support what they are working towards). The achieved targets will continue to be revisited in interventions and IHQT to ensure it's in the child's long-term memory.</p>

	<p>In the instance a child makes significant progress within the timeframe set, the baseline will be conducted prior to the end of the cycle, exit data gathered and a new target identified to enable them to continue to make good progress.</p> <p>Following two cycles of APDR, the wider team around the child will discuss the progress made. If there are concerns, they will consider whether further personalised strategies need to be used both inside and outside of the classroom and will explore whether external professionals should be involved with a diagnosis.</p> <p>The class teacher will share a child's IPM with their parent/ carer termly.</p>
Support staff	<p>Once class teacher have identified a child with a specific need, they will implement a cycle of APDR which has individualised BOATs for that child. The class teacher will sit down collaboratively with the relevant support staff to discuss the extra provision which is going to be implemented.</p> <p>From here, the support staff (HLTA, TA, SEND TA, pastoral team) will conduct a baseline of the target identified and will gather entry data which will be shared with the class teacher. If the entry data indicates that there is a need in that area, they will work with the class teacher to plan the provision needed.</p> <p>Throughout the cycle of APDR, support staff will keep class teachers updated with all learner's progress through regular and effective communication. A record of attendance needs to be kept in addition to evidence of progress. Following the timeframe set, the same baseline is repeated to gather exit data. This is then recorded by the support staff of their RAG sheet (this will later be shared with the inclusion team where the effectiveness of the intervention is evaluated) and data shared with the child's class teacher. As mentioned above, the child's class teacher will update the IPM and will work with support staff (and the wider team) to decide on next steps.</p>

2. Adaptive planning and responsive teaching

Senior leaders	<p>Senior leaders work with middle leaders to develop our Academy's CPD offer to develop staff's knowledge and skills surrounding adaptive planning and responsive teaching. They ensure classroom teachers and support staff are utilising this approach through regular monitoring and feedback.</p> <p>Likewise, best practise is regularly shared so all members of staff know what a great example looks like and can work towards this standard. Staff meeting slots, which are dedicated to adaptive planning and responsive teaching, are booked out regularly to ensure we are regulating revisiting what this looks like to ensure it's in the forefront of staff's minds at all times.</p> <p>Senior leaders have created an inclusive culture at Oasis Academy Warndon, where we strive for true inclusion to keep with our child-centred approach.</p>
SENDCo	<p>Our SENDCo works collaboratively with senior and middle leaders to streamline our approach and highlight effective strategies to support SEND learners in subjects across the curriculum.</p>

	IPMs are monitored to ensure individualised targets are being met through provision which is effective. Likewise, advice is provided to members of staff (often from external professionals) to highlight strategies that support our SEND children's individual needs.
Middle leaders	<p>Middle leaders are responsible for working with senior leaders to develop a CPD programme that develop staff's knowledge and skills surrounding adaptive planning and responsive teaching.</p> <p>Middle leaders ensure this in being implemented by all staff during the monitoring window. Subsequent staff meeting revisit and build upon this knowledge.</p>
Classroom teachers	<p>Teaching staff receive regular CPD to allow them to develop their practise around adaptive planning and responsive teaching. In conjunction with this, classroom teachers are familiar with the science to support adaptive planning and responsive teaching as it's planned into our year CPD cycle as well as being enriched through national meetings. Staff have regular staff meetings, which are ran by middle and senior leaders, to build upon this and share best practise.</p> <p>All teaching staff are monitored termly to ensure adaptive planning and responsive teaching is embedded in everything they do. We ensure that SEND children are scaffolded to reach the same end outcome as their peers rather than adjusting the goal post for them. This ensures that our curriculum is fully inclusive, with needs being met, rather than SEND children being excluded through having a differentiated end goal.</p>
Support staff	Support staff receive weekly CPD sessions where adaptive planning and responsive teaching is covered. Interventions and extra provisions are planned in a way which enable responsive teaching to occur. Likewise, our cycles of APDR (assess, plan, do, review) mean that planning is always adaptive as it responds to children's needs at that current point.

3. CPD to support SEND learners

Senior leaders	As previously mentioned, senior leaders work closely with middle leaders to develop our CPD overview based on our development areas as an academy. Staff voice is regularly gathered to give all staff the opportunity to identify areas which they would like to develop.
SENDCo	Our inclusion team will hold regular CPD sessions with both classroom teachers and support staff. Support staff have termly check-ins with our inclusion team which is used as a Q&A opportunity. Likewise, training is provided to support staff who deliver specific provision (e.g. reciprocal reading).
Middle leaders	<p>As previous mentioned, middle leaders work with senior leaders to develop our CPD overview based on our development areas as an academy.</p> <p>Middle leaders will plan and run staff meetings where specific knowledge is imparted and will often use this time to allow class teachers to action.</p>

Classroom teachers	Classroom teachers have a weekly CPD slot where they complete StepLab with their assigned partner as well as a reading which has been carefully planned out by senior and middle leaders. Staff also have regular opportunities to voice areas which they would like further CPD within.
Support staff	Support staff have a weekly CPD slot where they complete a mixture of in person or virtual training sessions in addition to completing relevant readings which have been carefully planned out by senior and middle leaders. Support staff also have a termly meeting of WWW (what went well) and EBI (even better if) which is used to inform future CPD.

4. Pupil passports/ All About Me

Senior leaders	Senior leaders have access to children's, who are within their phase, one page profile as they are an adult who works closely with them. More vulnerable learners will have this information shared with the wider team around the child to ensure consistency between all members of staff.
SENDCo	Our inclusion team work with senior and middle leaders to set a timeframe for these to be completing in – ensuring they are updated across the year as necessary.
Middle leaders	Middle leaders will ensure that strategies highlighted in the document are being utilised by class teachers during monitoring.
Classroom teachers	Classroom teachers ensure pupil passports/ all about me documents are updated and the start of the year and at key points throughout the year if any of the information on there has changed (e.g. likes/ dislikes, helpful strategies). Class teachers will sit with the child to complete this to ensure they gain a greater understanding of the children and can ask questions in the moment to seek greater clarification. These are then used as a working document to refer to and are shared with the wider team around the child to ensure all staff are aware of strategies to use with them and information to help build a trusting relationship. At the end of the academic year, class teachers will ensure these documents are updated and will pass them onto the child's new class teacher to ensure they understand the child a little better.
Support staff	Support staff have the pupil passports/ all about me documents shared with them to ensure they are aware of the children they work with and useful strategies they can adapt. Support staff are expected to familiarise themselves with this document to support in building positive relationships with these children.

5. Annual reviews

Senior leaders	Senior leaders have access to children's, who are within their phase, Annual review documentation is developed with the SENCO and class teacher to share in the meeting.
SENDCo	Our inclusion team work with senior and middle leaders to set a timeframe for these to be completing in – ensuring they are updated across the year as necessary.
Middle leaders	Middle leaders will ensure that strategies highlighted in the document are being utilised by class teachers during teaching sessions to meet need.
Classroom teachers	Classroom teachers ensure annual review information is saved into the folder on Showbie so they can evidence and discuss targets and expectations during the review meeting. The information is updated at the start of the year and at key points throughout the year if any of the information on there has changed (e.g. likes/ dislikes, helpful strategies). Class teachers will sit with the child to complete this to ensure they gain a greater understanding of the children and can ask questions in the moment to seek greater clarification.
Support staff	Support staff have the pupil passports/ all about me documents shared with them to ensure they are aware of the children they work with and useful strategies they can adapt. Support staff are expected to familiarise themselves with this document regarding the EHCP to support in building positive relationships with these children and ensure outcomes are secure.

12. Every teacher a leader of SEND at Oasis Academy Warndon

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered."

- *SEND Code of Practice (2015)*

In line with the SEND Code of Practice (2015), our academy recognises that teachers are responsible and accountable for the progress of children with SEND.

We support our teachers to deliver Inclusive High Quality Teaching (IHQT) in our academy by providing specific guidance on the strategies that best serve our learners to make progress.

This is seen through our intervention menu, you can see our signature strategies for IHQT below:

Wave 1: Universal Offer:
• Whole-school Academy Way routines (line up, lesson entry, etc.)
• Clear time narration during independent tasks
• Opportunities for paired discussion before independent work
• 1:1 teacher check ins at the start of independent tasks
• Address by name for attention before instruction if given
• Pre-warning if chosen during whole-class discussion or reading to allow thinking time
• Strategic seating plans
• Instructions broken down into simple sequential steps
• Visual timetables
• Visuals used to support explanation of new concepts and instructions
• Agreed method of asking for help (e.g. red card on desk)
• Change of resource colours to support dyslexia (e.g. overlays, coloured paper etc)
• Dyslexia friendly fonts
• Extra time to respond to questions and/or complete tasks
• Pre-teaching of vocabulary and vocab sent home prior to new topics
• Adapted or additional models to support understanding during 'We do' tasks
• Adapted scaffolds to support access to 'You do' tasks
• Pencil grip and/or handwriting pen
• Ear defenders
• Sensory supports (e.g. fidget toy, wobble cushion, weighted lap pad, etc.)
• Regulatory supports (e.g. fidget toy, calm down corner, regulation station, etc.)
• Additional brain breaks/ movement breaks during lesson time
• Writing slope, standing desk
• Responsibilities to support positive entry to classroom - e.g. giving out books
• Positive greeting at classroom door to boost relationships and growth mindset
• Precise praise, sticker charts or working towards incentives
• Adapted use of behaviour systems (e.g. additional 1:1 warnings)
• Calm down area for cool down time when required
• Agreed method of asking for help with emotional support (e.g. red card on desk)
• Parental check-ins/ updates (e.g. on the door)
• Postcards or other rewards sent home
• Phone calls home to recognise strengths and build relationships with home
• Use of PACE
• Restorative practise

Our approach to continuing professional development (CPD) ensures that all staff have the support they require continually improve their teaching practice for the benefit of all learners,

including those with SEND. Our processes for supporting the development of Inclusive High Quality Teaching are explained below:

Type of support	Our academy CPD offer Inhouse training, Specialist training (Outside agency), 121 coaching, Learning Modules, Mentorship, Bespoke reading to support theory and practise.
Whole-staff CPD	Demand Avoidance – CCN 03.09.24 SALT – 04.25 See CPD x table on the academy AIC for weekly sessions of CPD provided.
Small-group CPD	TA Support – Understanding the needs of the ASD child CCN 03.09.24
Individual teacher development	Step Lab, Lesson Study, Reading/ Blog, IRIS

13. How we assess and respond at Oasis Academy Warndon

6.38 In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals. [CCN, SALT, Behaviour Support, EP)

6.40 Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

-SEND Code of Practice, 2015

In line with guidance in the SEND Code of Practice (2015), we support our staff to use a range of data sources to assess and respond to learners who may have additional or special educational needs:

Transition data	<i>This information is passed on from the child's previous class teacher to their new class teacher as they have a good understanding of the child from working closely with them.</i>
In-class data	<i>Teaching staff gather data from targeted questioning, quizzing, plenaries and independent learning to inform their teacher judgement. At the end of each term, teacher judgements are inputted to Insight where they are then analysed by senior leaders and discussed in PPMs (pupil progress meetings) to discuss the support we currently have in place for specific children and what else we can do to support them.</i>
Curriculum assessments	<i>At the end of each topic, we conduct a summative assessment. These are often in the form of a POP Task, SmartGrade quiz, a final piece of work, the final product to a project or a more formal written paper (such as previous SATs papers, Headstart tests or SmartGrade assessments). This data is analysed by individual classroom teachers and the wider year group team to find and address any trends. From this, data is inputted to Insight and next steps to support learning can be taken.</i>
Targeted assessments	<i>Targeted assessments are aimed at pupils who have personalised targets relating to a specific objective. The practitioner delivering the session will gather entry and exit data to show the progress made. From this, class teachers will be able to see whether the target has been met, partially met or not met and can then decide on next steps.</i>

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

In line with Oasis guidance, there are three different aspects that are taken into account when deciding whether to add a learner to the SEND register:

1. **Three cycles of Assess, Plan, Do, Review** have demonstrated the need for continued provision that is **additional to or different from** the universal offer; and/or

2. The pupil has a **formal diagnosis of an additional need** (e.g. *ADHD, hearing impairment, etc.*) that staff need to know to provide appropriate classroom provision; and/or
3. The pupil has a legally binding **Education Health and Care Plan**

Staff are able to find our SEND register to gather information about their learners with additional or special educational through Insight as their personal data is pulled through from BromCom. Likewise, our inclusion team have access to the SEND register which can be shared with specific members of staff on request.

A flowchart of how we assess and respond can be found below:



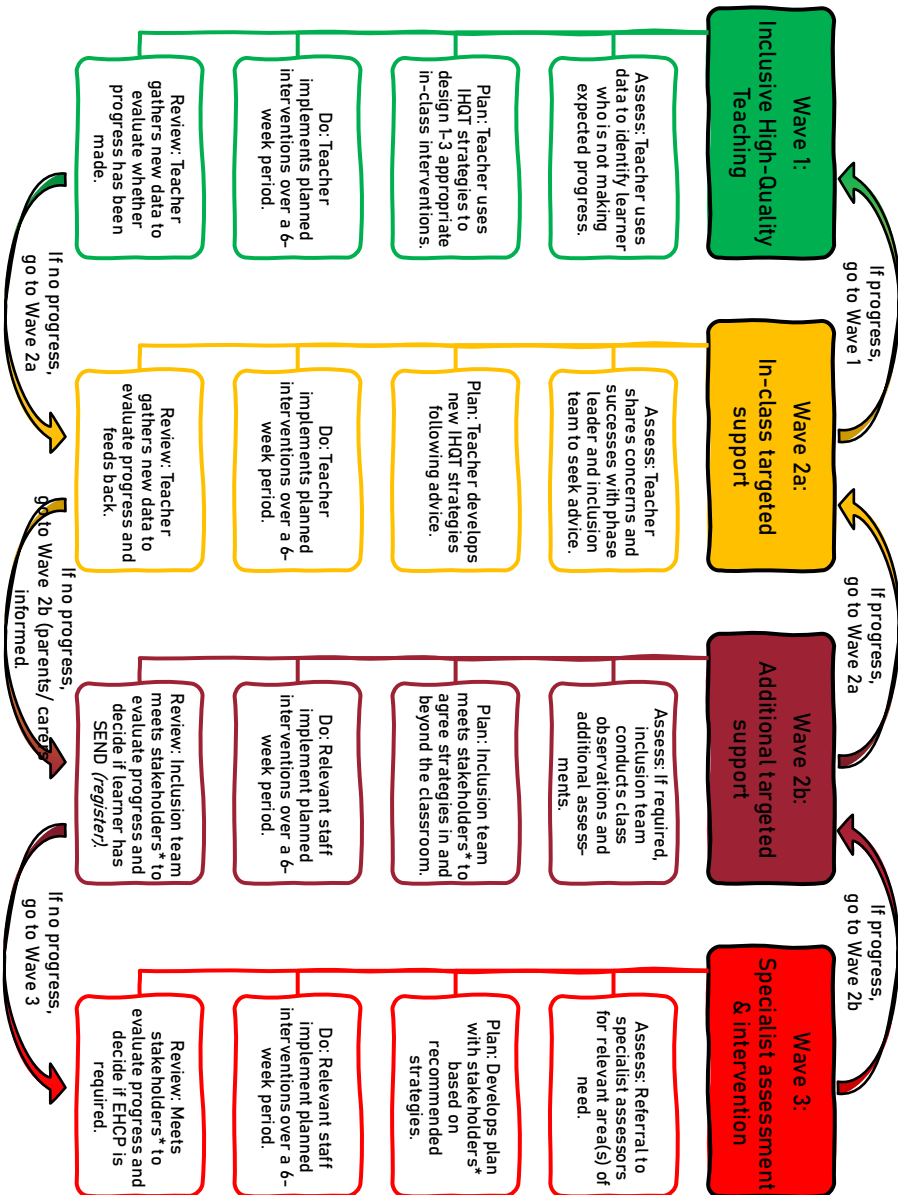
The Oasis Way

Graduated Response:

- Assess
- Plan
- Do
- Review

*Stakeholders include:

- Learner
- Family
- Key teacher(s)
- Support staff



14. How we identify and intervene at Oasis Academy Warndon

At our academy, we use a range of systems to support teachers to identify and intervene with learners who are not making expected progress, including those with SEND:

Aspect	What is it?	Why we do it
<i>Strategic seating plans</i>	We use seating plans to ensure all children are based placed to suit their individual needs.	These plans are responsive and dynamic – meaning that they are constantly evolving based on the needs of all children.
<i>Top IHQT strategies</i>	We use IHQT (inclusive high-quality teaching) strategies to support the needs of our learners within the classroom. See document here .	By having a strong universal offer, which meets approximately 80% of the needs within each class, we are providing a high-quality inclusive education. Research shows that the most effective progress is made in classroom rather than in interventions; therefore we want all children in class for the largest amount of time possible as we know this is how great progress is made.
<i>Class overview</i>	Each class has a document which outlines specific needs within the classroom and approaches to use with these children.	This document ensures consistency between all adults which we know is vital. Likewise, it advocates for children’s individual rights as it ensures that all members of staff know what additional provision or tools they are entitled to.
<i>Therapies</i>	Therapies occur with children who are deemed to be ‘vulnerable’ as they are not making the progress expected for them. During therapies, teachers provide personalised learning to a small group of children to help get them back on track to where they need to be.	These children are carefully identified, with the input of all staff in the year group and the appropriate phase leader, and a precise plan is put in place to allow these children to make accelerated progress to get back on track. This process identifies vulnerable children and is proactive before they get to a point where they have fallen behind and can’t catch up. This is also useful in identifying children who have a SEND which may not have been picked up yet.
<i>APDR thinking frames</i>	Assess, Plan, Do, Review (ADPR) – as discussed previously - is the process we use when planning wave 2 and wave 3 interventions.	This cycle is implemented to ensure that we are responding to the needs of each individual child rather than them being grouped. This way we are more responsive and can deliver what each child needs.

15. How we secure progress at Oasis Academy Warndon

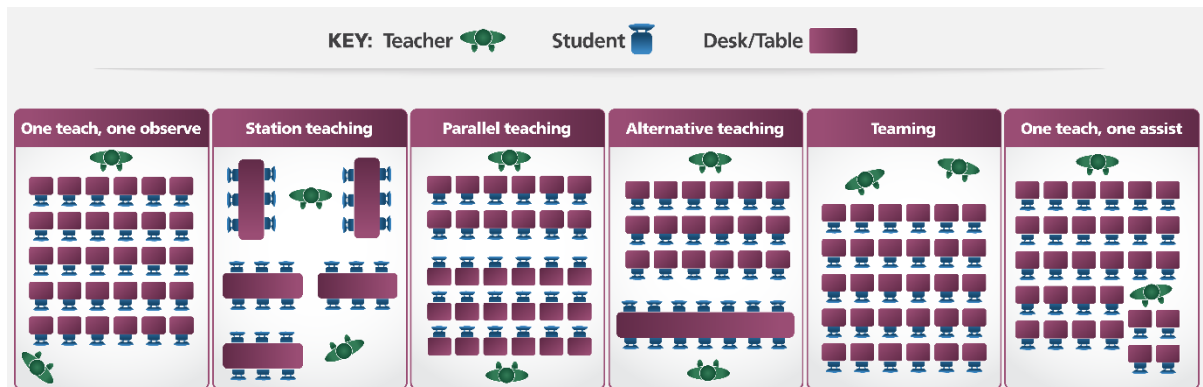
15.1 Maximising the effectiveness of learning support staff

We recognise the importance of teaching assistants, HLTAs and SEN teaching assistants in securing progress for learners with SEND.

For this reason, we organise our learning support team into a subject expert model to ensure children are receiving high-quality additional input from experts in the areas needed. Our learning support team provide support to wave 1 inclusive high-quality teaching by implementing our signature strategies for learning in the classroom:

20 Signature Strategies for Inclusive High Quality Learning Support			
Positive behaviour management	Explicit instruction ('I do')	In-class assessment ('We do')	Independent practice ('You do')
<p>1. Strong relationships Get to know your link learners really well on a personal level and build a foundation of trust and emotional safety on which to base support.</p> <p>2. Positive framing (& relational recognition) Give all instructions as positive instructions rather than 'do nots', asking for the behaviour you want to see. Reinforce positive framing with frequent, precise praise.</p> <p>3. What to Dos (WTDs) Provide clear instructions to learners that are specific, observable, concrete and sequential (SOCS) and name task, time and conditions (TTCs).</p> <p>4. Support the Climate Work closely with the teacher to ensure that any behaviour interventions support and reinforce what the teacher has asked learners to do.</p>	<p>5. Concentration and Attention Ensure learners are focused on the key learning being delivered by the teacher. <i>(N.B. Side conversations should be kept to a minimum during this portion of the lesson.)</i></p> <p>6. Word Banks Break down key knowledge into the most important concepts and capture these in word banks that can be referred back to by learners later in the lesson/unit.</p> <p>7. Annotated Models Annotate models provided by the teacher to support learners to follow the steps.</p> <p>8. Dual Coding Support learners to access new learning by capturing information on mini whiteboards or in learners' books using key words, images and diagrams while the teacher is sharing new knowledge.</p>	<p>9. Check for Understanding Support learners to embed their learning by asking questions during in-class assessment tasks to check that they understand what they have learned.</p> <p>10. Prompt and Clue Prompt learners to engage independently through generic questions. When needed, increase support by more direct cueing focused on specific task steps.</p> <p>11. Sequence the steps Use your mini whiteboard to capture key ideas, sentence starters or step-by-step instructions so learners understand what they need to do.</p> <p>12. Write Pair Share Engage in structured talking tasks with learners to ensure that they understand and are ready to share with the class.</p>	<p>13. High expectations Have high expectations of all learners to produce appropriately substantive, high-quality work during independent practice.</p> <p>14. Format matters Support learners to present and organise their work carefully so that they can be proud of their work and demonstrate progress clearly.</p> <p>15. Scaffolds Ensure that learners are appropriately supported to access independent learning by providing key words, sentence starters and referring back to models.</p> <p>16. Clueing for literacy Scan learners' written work and use cueing questions to support their skills in spelling, punctuation, and grammar.</p>

We train our learning support team to work with classroom teachers to use a range of deployment styles to support learning in the classroom:



<p>One teach, one observe</p>	<p><u>Definition:</u> teacher has primary instructional responsibility while the member of learning support gathers specific observational information on students or the (instructing) teacher.</p> <p><u>Positives:</u></p> <ul style="list-style-type: none"> • Allows for uninterrupted observation and data collection. • Provides data that can inform future instruction, interventions, and student grouping.
<p>Station teaching</p>	<p><u>Definition:</u> station teaching is when content and instruction are divided into distinct components or strands. Students are divided into equally sized, typically heterogeneous groups. Each teacher teaches a specific part of the lesson/content to different groups of students as they rotate between teachers.</p> <p><u>Positives:</u></p> <ul style="list-style-type: none"> • Provides both teachers with an active instructional role. • Allows teachers to use flexible grouping to tailor teaching to each group's needs. • Lowers the student-teacher ratio. • Resets student focus with each station rotation, increasing engagement. • Provides time for students to engage with the content on their own as well as with teachers. • Supports a UDL approach to teaching. • Allows for more material to be covered in a shorter time frame. • Provides a clear teaching responsibility for each adult in the room.
<p>Parallel teaching</p>	<p><u>Definition:</u> the team splits the class into two groups and each teacher teaches the same information at the same time.</p> <p><u>Positives:</u></p> <ul style="list-style-type: none"> • Provides both teachers with an active instructional role.

	<ul style="list-style-type: none"> • Lowers the student-teacher ratio and reduces the load of teaching a large class. • Allows for small group instruction, which can be especially helpful for students who learn and think differently. • Gives students the chance to ask more questions during lesson time. • Provides a chance for students to work in heterogeneous groups (made up of varying abilities instead of groups of students with similar strengths and challenges). • Keeps the academic rigor of a demanding lesson, but splits the responsibility between both teachers
Alternative teaching	<p><u>Definition:</u> one teacher instructs most of the class and the other teacher teaches an alternate or modified version of the lesson to a smaller group of students.</p> <p><u>Positives:</u></p> <ul style="list-style-type: none"> • Provides both teachers with an active instructional role. • Allows for a lower student-teacher ratio. • Provides additional support to struggling students without specifically singling them out. • Gives a chance to re-teach, review, and pre-teach. • Allows for intervention as well as enrichment opportunities. • Lets teachers use flexible groups.
Teaming	<p><u>Definition:</u> both teachers are in the room at the same time but take turns teaching the whole class</p> <p><u>Positives:</u></p> <ul style="list-style-type: none"> • Provides both teachers with an active instructional role. • Introduces students to complementary teaching styles and personalities. • Allows for lessons to be presented by two different people with different teaching styles. • Models multiple ways of presenting and engaging with information. • Models for students what a successful collaborative working relationship can look like. • Provides more opportunities to pursue teachable moments that may arise.
One teach, one assist	<p><u>Definition:</u> one teacher teaches a full group lesson, while the other teacher roams and helps individual students.</p> <p><u>Positives:</u></p> <ul style="list-style-type: none"> • Allows one teacher to teach a lesson without interruption from students who need assistance. • Gives real-time help for students who need it. • Allows teachers to use proximity to keep students on task.

	<ul style="list-style-type: none"> • Provides for increased classroom management, which can be helpful if the class makeup is particularly challenging. • Can provide newer teachers with the opportunity to observe more experienced teachers.
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Beyond the classroom, our learning support team provide individual support to our pupils with EHCs in the following ways:

Key adult support	<p>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.</p> <p>Likewise, these children have allocated time with key staff within their year group (including phase leaders) and will often complete pastoral activities to get to know each other and to gain pupil voice. As a result, all staff who work closely with EHCP children know their likes, dislikes, what's important to them and what strategies are effective when working with them.</p> <p>Our EHCP children have a SEN TA who acts as one of their key adults. This specific member of staff completes morning check-ins with their children and will work on their individual targets highlighted in section F of their EHCP.</p> <p>Many of our EHCP children have access to additional pastoral and speech and language support (as indicated on their EHCP). Where these sessions are in place, they occur either on a 1:1 or small group basis.</p>
Parent/carer communication	<p>We are in regular communication with the parents/carers of our 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.</p> <p>Class teachers will often ring home to inform parents/ carers where necessary and often ring home to provide praise to maintain those positive relationships.</p>

We provide support and development to our learning support team in the following ways:

CPD for learning support staff	<p>Every week, support staff have 30 minutes CPD (as we do with class teachers). Our CPD offer is carefully mapped out across the year to revisit theory and provide the most relevant and up-to-date training for our staff.</p> <p>We also hold sessions in response to staff voice to ensure they are being heard and are being provided with the opportunity to up-skill and develop.</p>
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	Likewise, each term has a what went well (WWW) and even better if (EBI) session where support staff have the forum to speak openly and without judgement.
Observation and feedback	<p>SALT organise the monitoring cycle for all staff. Support staff, who run interventions, have low-stake observations either by their year lead or by a member of the inclusion team (including SALT).</p> <p>All observations are planned well in advance and are a collaborative process to ensure all staff are supported. Feedback always occurs on the day and is held on a 1:1 basis. Positives are always celebrated, and any development points are constructive.</p> <p>These observations occur to ensure additional provisions are occurring and high-quality teaching is happening. It also informs any additional CPD which may be needed.</p>
Intervention data analysis	<p>Data from interventions are gathered at specific points throughout the year. At the end of an APDR cycle, the member of staff will complete a RAG sheet which contains the BOATs objective(s) the child is working on, their entry data, frequency of the provision and exit data. Class teachers then put his information on Insight and add it to each child's individual IPM.</p> <p>A member of the inclusion team will have all support staff's RAG sheets and will then analyse the effectiveness of the interventions which have taken place. Likewise, the inclusion team monitor how many BOATs objectives have been met across a term. At Warndon, we classify 'good' progress as 7 BOATs objectives being secured each term.</p>

15.2 Monitoring and evaluation

We recognise that, in order to secure progress for all learners, including those with SEND, we need to provide additional support and guidance to teachers in the form of high quality monitoring and evaluation, to ensure that teachers receive regular feedback and we have a clear picture of our areas of strength and areas of development as an academy.

Our monitoring and evaluation procedures for SEND are captured below:

Aspect	What is it?
Data analysis	<p>We use Insight to track BOATs objectives which are small, measurable and achievable targets. Teaching and learning staff, mark BOATs objectives as 'met' or 'not met' allowing leaders to monitor progress. We can then see how many objectives a child has met (in all areas) across a set amount of time.</p> <p>This enables us to track children's progress very closely, in addition to tracking the effectiveness of interventions. As a result, members of staff have a constant accurate picture of</p>

	<p>the child and know their next steps to learning to suitable adaptations to the curriculum can be made to ensure inclusivity.</p> <p>Likewise, class teachers have regular PPM meetings (with their phase leader and school principal), where all children are discussed and strategies to support accelerated progress are implemented. This allows teachers to have a clear understanding of where each child is at and can target those who demonstrate a vulnerability for additional therapies, interventions and questioning.</p>
<p>Learning walks</p>	<p>Learning walks occur termly in all core subjects and foundation subjects. We use a triangulation approach where planning scrutinies, book looks, and observations are conducted as part of this process.</p> <p>Leaders in behaviour, inclusion and EYFS conduct termly learning walks across the academy to ensure our whole-school approach is consistent.</p> <p>In learning walks for core and foundation subjects, the subject leader will always have a focus on SEND students and how they are included in learning. Teaching and learning staff are aware of this and ensure that lessons have been adapted to the needs of those in their class. Likewise, middle leaders are look for responsive teaching which engages all learners.</p> <p>We conduct these regular learning walks to hold all members of staff accountable.</p>
<p>Book looks</p>	<p>As mentioned above, book looks occur as part of the monitoring triangulation process. Staff will look at books and Showbie with the class teacher to have a professional dialogue about what they can see.</p> <p>This gives the class teacher chance to direct the subject leader to the evidence they are after.</p> <p>Leaders are looking for clear evidence demonstrating that EHCP children are working towards their personalised targets and that all children (regardless of their needs) are accessing whole class learning with the suitable high-quality inclusive teaching strategies implemented to support this being achieved.</p>
<p>Pupil voice</p>	<p>Pupil voice is gathered termly by subject, middle and senior leaders based on the areas they lead in.</p>

	<p>A range of voices are heard across the year – male and female, pupil premium, children with SEND, LAC, children at risk of exclusion, children part of the LGBT+ community, range of attainment – to ensure an accurate snapshot is captured.</p> <p>At the beginning of each pupil voice panel, children are told that we want their honest views and that they will not get into any trouble if they don't have a positive view: they have the power to change aspects they feel could be improved.</p> <p>Pupil voice, from each subject, is collated in a central point. This is used to inform leaders of their action points who then feedback to teaching and learning members of staff.</p>
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Lever 4: Wave 2 & 3 Interventions matched to need

16. Our SEND offer at Oasis Academy Warndon

When mapping our SEND offer, we consider our SEND data in order to ensure that our offer is matched to the needs of pupils in our community. Our SEND data for the previous academic year is below (2023/2024):

Summary of SEND		SEND Specific Needs:		
Gender			Pupils	%
Male SEND	13.78%	Speech, Language and Communication	76	56.7%
Female SEND	7.67%	Moderate Learning Difficulty	25	18.7%
SEND Support	21.45%	Autistic Spectrum Disorder	22	16.4%
Key Groups		Specific Learning Difficulty	20	14.9%
PP	40.3%	Social, Emotional and Mental Health	9	6.7%
Non-PP	59.7%	Other Difficulty/ Disability	3	2.2%
EAL	9.1%	Visual Impairment	1	0.7%
Specific Needs				
SLCN	17.1%			
Visual Impairment	0.17%			
Hearing Impairment	0.17%			
SLD	7.3%			
SEMH	2.26%			
OTH	0.69%			
MDF	5.23%			
ASD	3%			
SEND Students by year:				
Year	EHCP	SEND Register	Total	
HH				
EE				
Rec	1	1	2	
Y1	2	28	30	
Y2	2	21	23	
Y3	6	16	22	
Y4	4	15	19	
Y5	1	11	12	
Y6	1	25	26	
	17	117	134	

You can view our most recent SEND executive summary (for this academic year) on our website.




We have carefully designed our SEND offer to meet the needs of our academy at every wave of the graduated response:

Our Wave 1 Universal Offer:

We're **rewriting** the story

Wave 1 universal offer






WHAT DOES THE UNIVERSAL SEND OFFER LOOK LIKE AT OUR ACADEMY?	
OUR VISION	OUR OFFER
 <p>Quality First Teaching</p> <p>At Oasis Academy Wamdon, our vision is that all children are fully integrated to their age-related classrooms and have access to high quality teaching, learning, assessment and a range of tools to support their learning style. This ensures planning is well tailored to the needs of all learners and supports them in making accelerated progress without mutating the curriculum by changing the end goal.</p>	<ul style="list-style-type: none"> • Regular PPM (pupil progress meetings) with leadership to identify vulnerable learners and strategies to support them. • Assessment weeks throughout the school. • Socratic quizzes for dynamic assessment and reactive actions. • Fully incorporated tech-based curriculum access. • Regular CPD opportunities to staff to develop which is up to date on the most recent developments in cognitive science. • Clear teaching and learning handbooks for staff to ensure consistency.
 <p>Inclusive Environment</p> <p>At Oasis Academy Wamdon, our classrooms are intentionally designed to be a calm, orderly, clutter-free, low arousal learning space which reduces any cognitive overload or distraction. We recognise all children have regulatory needs and strive to make access to regulatory spaces and resources available to our children. We ensure this is replicated in all areas of the academy to ensure all children can access all areas.</p>	<ul style="list-style-type: none"> • Communication boards throughout the academy and school site. • Sensory walks in corridors around the school. • Consistent approach to display boards and working walls. • Stop and check boards used for key vocabulary which children can refer to. • Calm corners in every classroom where children can access grounding resources and communication cards to effectively communicate their emotions. • Lift at main reception with wide corridors around the school. • All areas kept clear and tidy to support those with visual impairments.
 <p>Inclusive Entitlement</p> <p>At Oasis Academy Wamdon, we have selected specific opportunities we ensure our children can experience whilst with us. These experiences build on their social and cultural capital to ensure they are ready to transition to the next phase in their learning journey. We have a wide range of after school enrichment activities to support individual interests and talents.</p>	<ul style="list-style-type: none"> • Educational visits embedded into the curriculum to enhance experiences. • Local area visits to enrich understanding of community and heritage. • Wide range of clubs (including sports clubs) on offer across the school year. • Sporting fixtures/ events throughout the year and national competitions (e.g. cross country) • Lunch time clubs offered • OPAL lunchtimes fully embedded where children have access to a variety of stations regardless of their age

Our Wave 2 Targeted Support Offer:

Wave 2 targeted support






WHAT DOES TARGETED SEND SUPPORT LOOK LIKE AT OUR ACADEMY?	
OUR VISION	OUR OFFER
 <p>Quality First Teaching</p> <p>At Oasis Academy Wamdon, our vision is to respond to the needs of all learners through a flexible and reactive approach in the classroom. Our additional provisions, whether they are short term or long term, are consistently on the Plan, Assess, Do and Review cycle to ensure our responses are focused and reactive.</p>	<ul style="list-style-type: none"> • Support staff deployment carefully considered to support needs of identified children. • Flexible groupings based on assessment data gathered during lessons. • Class teachers will work with leaders in the academy, inclusion experts and parents/ carers to develop an action plan (an IPM would be put in place for specific children who are over 2 years behind their age-related expectation). • Pupil profiles/ passports created and shared with wider staff. • Pupil voice has an active role where staff act upon feedback.
 <p>Inclusive Environment</p> <p>At Oasis Academy Wamdon, our classrooms are adapted to meet the needs of specific individual children. We ensure that all children have their specific needs met through high quality resources and have access to separate spaces where additional support - outside the classroom - is needed.</p>	<ul style="list-style-type: none"> • Quiet areas available with known staff. • Regular check-ins with key, trusted adults. • Access to additional resources such as ear defenders, coloured overlays, wobble cushions, standing desks, weighted blankets etc. • Clearly identified 'wellbeing stations' on the playground where children can go to receive support from a wellbeing champion. • Seating plans carefully considered to support each child's needs. • Mini SLT used to mentor certain children across the academy.
 <p>Inclusive Entitlement</p> <p>At Oasis Academy Wamdon, our children have access to additional sessions with experts in our academy. We use monitoring and assessment data to offer additional sessions both during the school day and after school to meet the needs of our children. Our academy has a developed SEND offer where specialist programmes have been invested in to support accelerated progress.</p>	<ul style="list-style-type: none"> • Access to additional interventions throughout the school day with support staff. • Flexible groupings and afternoon sessions with year group teachers to address misconceptions (therapies). • Access to the pastoral team for bespoke sessions tailored to their specific needs. • Offer of after school booster sessions to Year 6 children. • Additional programmes invested in to support accelerated progress (e.g. Nessy, Toe by Toe, Motor skills groups). • Dyslexia, and dysgraphia and dyspraxia packages.

Our Wave 3 Specialist Intervention Offer:

Wave 3 specialist intervention



WHAT DOES SPECIALIST SEND INTERVENTION LOOK LIKE AT OUR ACADEMY?	
OUR VISION	OUR OFFER
 <p>Quality First Teaching</p> <p>At Oasis Academy Wamdon, we strive for 80% of children's needs being met through Wave 1 provisions and 15% of children's needs being met through Wave 2 provisions. For the 5% of children, who require specialist Wave 3 provision, they receive a higher level of personalisation within the classroom whilst striving for full integration to ensure all children have equal opportunities to succeed.</p>	<ul style="list-style-type: none"> • Increasing adult to child ratio with the use of SEND support staff. • Increased use of technology to support specific children (e.g. immersive reader, Microsoft lens, voice notes etc). • Pre-teaching content such as subject specific vocabulary prior to a lesson. • Regular meetings with the child's family/ carers regarding their individual needs and progress being made.
 <p>Inclusive Environment</p> <p>At Oasis Academy Wamdon, we know that children need to be settled and feel safe in order to learn. As a result, we offer alternative provision (at varying levels) to specific children who require this high degree of personalisation to be successful.</p>	<ul style="list-style-type: none"> • Areas to take regular brain breaks during lessons. • Personalised area/ space in the classroom which is a 'safe place' for the child • Alternative provision during break time and lunch times. • Alternative provision considered (e.g. reduced timetable)
 <p>Inclusive Entitlement</p> <p>At Oasis Academy Wamdon, we have a fantastic network of internal and external professionals who are able to work with certain children. Our personalised learning offer, for those with EHCPs, provides them with autonomy, independence and access to individualised programmes of study crafted to address gaps in their knowledge.</p>	<ul style="list-style-type: none"> • Access to our Speech and Language Expert through 'Talking Tuesdays' • Access to our SENDCo through 'Walk in Wednesday' initiative at the hub • Support from external agencies and professionals. • Personalised learning with precision teaching. • Individual programmes of study to address gaps in knowledge. • Pupil power packs available for specific children. • 1:1 support (1:1 adults in class or bespoke sessions with experts in the academy).

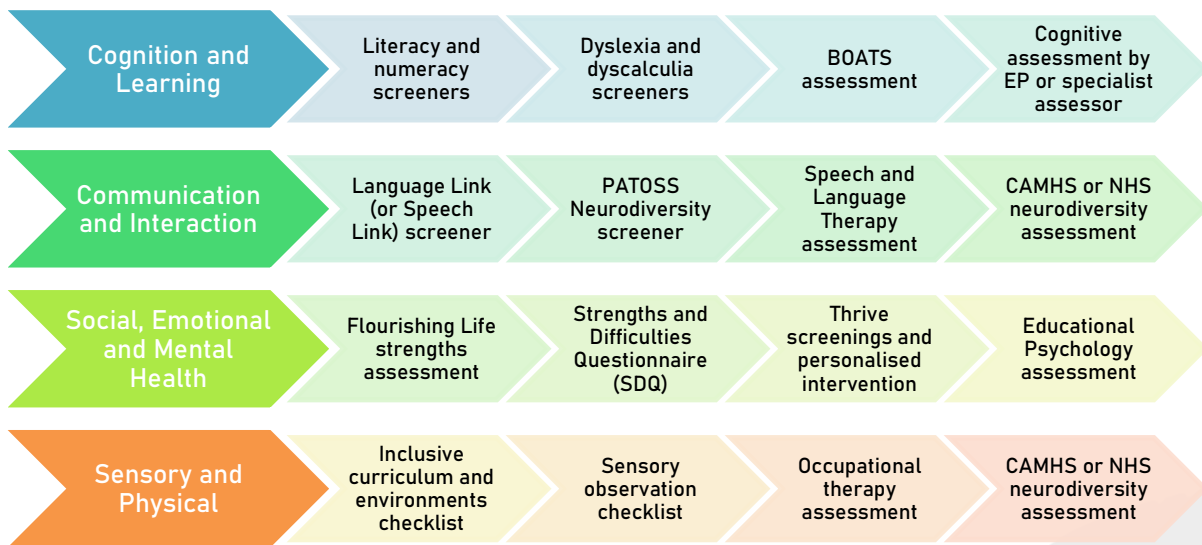
You can [click here](#) to view our SEND offer for the four areas of need.

17. Early interventions and intensifying support at Oasis Academy Warndon

Building on our Assess, Plan, Do, Review graduated response flowchart (see Chapter 13: How we assess and respond), we use the Assess, Plan, Do, Review process to ensure that we are meeting the needs of each child with SEND as an individual.



Assess: We use a range of assessment tools for the four areas of need, ranging from the most informal at wave 1 to the most formal at wave 3:



Plan: We use the data from these assessments to plan appropriate interventions. The Oasis Way [graduated response intervention menu](#) provides guidance on what interventions are available at each stage of the graduated response.

Do: We ensure that we follow best practice for interventions by taking into consideration the following aspects:

- Consistency
- Time-limited
- Training
- Resources
- Access to mainstream
- Responsive to need
- Observation and feedback

Review: We use Insight to track progress in our SEND interventions.

Aspect	What we do
Regularity	All interventions are recorded on Insight and reviewed every 6 weeks. This ensures we are able to recognise how much progress each pupil is making so that adjustments to interventions can be made in a timely manner as required.
Data	We use our assessment tools at the baseline and review point of interventions to ensure our judgements about progress are accurate.
Analysis	We analyse progress on an individual basis as well as by intervention group, year group, SEND stage, and area of need to ensure that our intervention offer remains impactful and secures progress for all pupils with SEND.
Reporting	The SENDCo reports to SLT on a half-termly basis to share SEND progress analysis so that all members of the leadership team are clear on the picture of SEND progress in the academy.

18. Engaging with specialist services at Oasis Academy Warndon

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?	How we work together
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	<ul style="list-style-type: none"> • Termly planning meetings with SENDCo • Observations in classrooms and unstructured time • Cognitive assessments • Meetings with families • Child-centred planning • Staff-training and solution circles
CCN	1/2 day per week	For children with complex ASD needs at Wave 3 of the	<ul style="list-style-type: none"> • Termly planning meetings with SENDCo • Observations in classrooms and unstructured time

		graduated response, and for others as agreed in TAC meetings	<ul style="list-style-type: none"> • Cognitive assessments • Meetings with families • Child-centred planning • Staff-training and solution circles
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	<ul style="list-style-type: none"> • Termly planning meetings with SENDCo • Observations in classrooms and unstructured time • Cognitive assessments • Meetings with families • Child-centred planning • Staff-training and solution circles
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	<ul style="list-style-type: none"> • Termly planning meetings with SENDCo • Observations in classrooms and unstructured time • Cognitive assessments • Meetings with families • Child-centred planning • Staff-training and solution circles

19. Statutory commitments to children with EHCPs at Oasis Academy Warndon

We honour all statutory commitments to children with EHCPs. Our key processes are captured in the table below:

Aspect	What we do
Record keeping	Termly IPM, progress tracked on Insight, Interventions tracked on Insight, Monitoring of provision recorded and tracked.
Progress tracking against EHC outcomes	Insight records all progress. Folders on Showbie capture progress against targets
Parent & carer communication	Termly IPM shared, before AR meeting all documentation is shared. Parent consultation 3 x per year Weekly drop-in offered with SENCo
Appropriate use of high needs block (top-up) funding	Recorded and shared on Individual x table for each pupil in AR documents.

We follow [The Oasis Way Annual Review guidance](#) to ensure annual review processes are conducted effectively in line with statutory guidance and that information is shared in a timely manner to secure appropriate outcomes, provision and progress for children with EHCPs.

We schedule all annual reviews at the start of each academic year using the following timelines :

Term	Who	Rationale
Autumn	<i>All pupils who are transferring to next phase settings</i>	<i>This supports the parents to request appropriate provision for next placement with the opportunity to discuss with the LA at the review meeting.</i>
	<i>All pupils who are due AR in the Autumn term</i>	<i>To ensure timely reviews occur.</i>
Spring	<i>All pupils who are due AR in the Spring term</i>	<i>To ensure timely reviews occur.</i>
Summer	<i>All pupils who are due AR in the summer term</i>	<i>To ensure timely reviews occur.</i>

Teachers' role in ensuring statutory commitments for EHC pupils

Teachers play an important role in ensuring statutory commitments for EHC pupils are met in the academy. Teachers are expected to familiarise themselves with which pupils in their class(es) have an EHCP, and to understand the provision they are expected to provide in the classroom. Information on all children's EHCPs can be found on CPOMs and in the physical SEND files located in the SEND office.

Teachers also play an important role in the annual review process, providing key information about the progress a pupil is making against their EHC outcomes in their class. Teachers are asked to share their views on pupil progress at least two weeks before the annual review is scheduled using [this form](#). Our annual review calendar is published each September.

All teachers at our academy are expected to:

1. Read the EHCP of each pupil they teach and identify the aspects of Section F that they need to provide in the classroom
2. Share the EHCP with members of staff who work with the child
3. Read and annotate the child's 'One Page Profiles/ All About Me' with strategies to meet their needs

4. Carefully make use of adaptive planning and responsive teaching strategies to secure progress for pupils with EHCPs, alongside their peers
5. Provide staff views for Annual Reviews of pupils they teach with EHCPs when requested by the SENDCo, at least 2 weeks in advance of the scheduled meeting

20. Alternative pathways at Oasis Academy Warndon

In line with the SEND Code of Practice (2015), we recognise that some pupils will need provision that is additional to or different from the mainstream provision we offer to every child. In our academy, we provide a number of alternative pathways for children with the most complex needs at Wave 3, in order to secure their place in mainstream education.

Type of provision	What we offer
Mainstream adaptations providing personalised curriculum planning	<p>BOATS, Pixel Interventions, Sum dog, Nessy,</p> <p>Speech and Language-</p> <ul style="list-style-type: none"> • Speech and Language observations and recommendations • Referral to NHS and/or Summer Hill Speech therapy. • Specialist provision for KS2 SATs • Pupil power packs- to assist children with specific targets. • Group language sessions with Summer Hill or Speech & language HLTA offered. • 1:1 Speech therapy with Summer Hill/Speech and Language HLTA • Intensive interaction offered. • Child led, neurodiversity affirming therapy offered. • Gestalt language processor aware therapist and HLTA. • AAC (Communication device) acquired for those who need it. <p>Cognition and Learning</p> <ul style="list-style-type: none"> • Occupational therapist observations and recommendations. • Educational Psychologist observations and recommendations. • CCN observations and recommendations. • Chadsgrove Assessment and recommendations. • EHCP pathway (Annual Reviews) • Specialist provision for KS2 SATs • Personalised learning targets to address gaps in knowledge (e.g. phonics groups and specialist maths groups) • Pupil power packs- to assist children with specific targets. <p>Sensory and Physical Needs</p> <ul style="list-style-type: none"> • Further professional involvement from external agencies

	<ul style="list-style-type: none"> • Specialist provision for KS2 SATs • Regular reviews for monitored children. • EHCP pathway (Annual Reviews)
Nurture provision	Individualised Curriculum with 121 Support
SEMH-focused individual pathways provision	<p>SEMH</p> <ul style="list-style-type: none"> • 1-2-1 WEST sessions and appointments • Group WEST sessions for targeted children following initial assessments. • WEST professionals run additional workshops and provide specific resources to targeted children to utilise. • CAHMS cast. • Additional supervision or provisions during lunch and break times to assist social interactions, independence, play and emotional wellbeing. • Specialist provision for KS2 SATs
Specialist resourced provision	PRU, Bontaire- AP ,

21.