

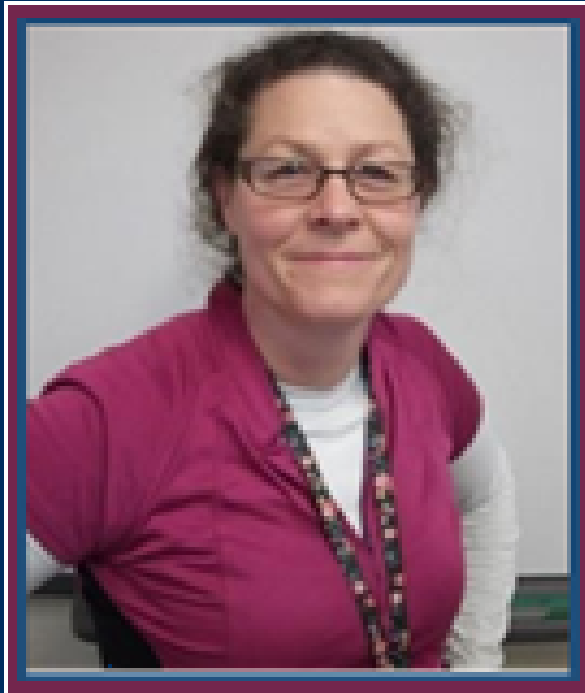
Oasis Academy New Oak Special Needs and Disabilities (SEND)

Information report

September 2023– September 2024

Last updated: 22/09/2023

Who are the SEND team at Oasis New Oak?



Karen Mulholland– ELSA/Specialist Teaching Assistant



Kelly Maione– SENDCO



Sinead Walsh– School Family Link worker and DSL



Philip Allan– Principal



Kelly Bradford– Resource Base Lead

It is the SENDCo's role to coordinate the provision for children with identified special needs throughout the school as well as ensuring that staff are trained to deliver provision and interventions to best meet the need of these children. At New Oak we are lucky to have a team of highly qualified staff with many years' experience and a wide range of skills. This means we are often able to meet the needs of our children 'in house' and by using the graduated response to SEND in line with the SEND Code of Practice (2015).

How do staff make sure that all children with SEND are supported at school?

All teachers are teachers of SEND" DfE 2014

It is the class teacher's job to:

- Lead the progress and development of every pupil in their class.
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Work with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensure they follow this SEN policy.

It is the SENDCO's job to:

- Work with the principal to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high -quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

It is the principal's job to:

- Work with the SENCO to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

The kinds of SEN that are provided for

At New Oak we currently provide additional and/or different provision for a range of needs, including:

Communication and interaction:

Autistic Spectrum Condition, speech and language difficulties and delayed development.

Cognition and learning:

Dyslexia, Dyspraxia, processing issues and working and long term memory difficulties.

Social, emotional and mental health difficulties:

Attention Deficit Hyperactivity Disorder (ADHD), attachment needs, trauma induced behaviours or SEND arising through social deprivation.

Sensory and/or physical needs:

Visual impairments, hearing impairments, processing difficulties, epilepsy.

It is also really important to remember that children DO NOT need a given diagnosis to have an identified SEND need. By using the graduated approach to SEND and the Assess, Plan, Do, Review cycle of support we, as a school, are able to ensure that children make good progress from their starting points.

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment at key points throughout the academic year which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- **Is significantly slower than that of their peers starting from the same baseline.**
- **Not able to make or sustain adequate rates of progress.**
- **Not able to close the attainment gap between the child and their peers.**
- **Widens the attainment gap.**



This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Child is identified:

- Child is added to interventions which meet their current needs.
- The class teacher will 'make reasonable adjustments' to their curriculum teaching and any resources used.
- The teacher may meet with the SENDCo
- The SENDCO will observe the child within two weeks

Provision runs for two terms:

- If interventions have worked the child can be removed from the SEND register.
- If the child is not meeting target an additional meeting will be held with parents to discuss further support needed and if an EHCp application may be appropriate.
- A new start of targets/ provision are created to meet the child's needs.



Personal Passport with targets created:

- A team around the child meeting will take place to fully understand the needs of the child.
- The class teacher with support of the SENDCo will create a series of SMART targets which meet the provision and outcomes needed in order for the child to make good progress.
- Additional provision begins

Provision runs for two terms:

- The child will complete two terms of any intervention assigned to their targets./provision.
- The class teacher will continue to implement advice from the SENCo.
- Outside Agencies may be contacted for support. (e.g school nurse team, Bristol Autism Team, CAMHS, SALT, EP

How is support allocated?

How do you help children with SEN/D?

Quality First Teaching

Extra Support and Intervention

Other Agencies

Quality first teaching

We believe that children learn best in the classroom with their class teacher. For this to happen, children might need different resources or equipment or to be taught slightly differently to other children some of the time. This is what we call quality first teaching and this is what we offer all children. The SENCO works closely with the class teacher to look at how we can make classroom teaching work for all children.

Extra Support and Intervention

Sometimes, quality first teaching is not enough for a child and they need an extra boost to help their learning. For these children we offer intervention support outside of lesson time. Sometimes this is with a small group of children and sometimes this is one to one with an adult. These are just some of the types of intervention we offer: phonics, reading, spelling, handwriting, number, calculation, social skills and nurture.

Support from other Agencies

A few children will continue to find things difficult, even after they have had extra support and intervention. For these children, we will usually ask for support from other agencies such as speech and language therapists, Educational Psychologists and health professionals. They can help us identify what difficulties your child is having and plan new ways to support them in class.

How are resources used for children with SEND?

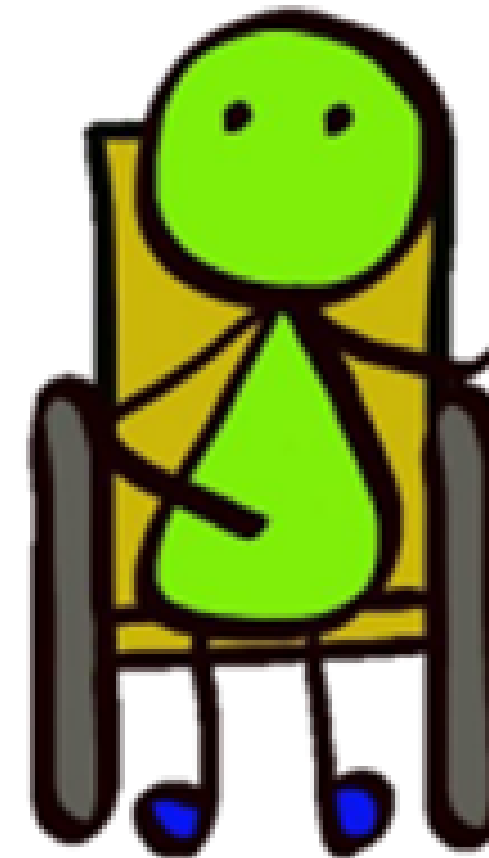
How accessible is the academy?

The academy is all on one level and all areas are accessible by wheelchair. We have an accessibility plan which is helping us to improve access all of the time.



What if my child needs 1:1 support?

LSA support is available in every classroom, allowing every child to access good levels of support. Support in the classroom, is directed by the teacher to help all children as and when they need it. This includes a number of interventions which we run at the academy. We rarely allocate a child 1:1 LSA support as we know that this reduces the amount of time a child spends with their class teacher – something which we would like to avoid. However, in some situations, we understand that some children need to have 1:1 support from an additional adult. We are able to ask for extra money from the local authority to help support these children. At the moment, in Bristol, a child does not need an EHCP or statement to get 1:1 support.



What facilities do you have already?

Disabled toilets throughout the academy
A sensory room and a calming room
Acoustically treated classrooms suitable for deaf learners
Soundfield systems and microphones
Equipment such as wedge cushions, writing slopes, adapted pen grips, big keys keyboards



What if you don't have the equipment that my child needs?

We already have a wide range of equipment and resources at the academy. However, if we notice that your child needs a piece of equipment that we don't have, we have a small budget for buying such things.



How are targets reviewed?

Once a child is added to the SEND register at Oasis New Oak a review meeting is held once every term with parents, teachers, support staff and the child. This is where we review how effective the provision put in place has been and what the impact on the child's learning has been made. Following this meeting additional actions may be taken, such as:

- **The SENCD0, alongside the class teacher, will create a bespoke provision map and curriculum for the children to ensure they are able to access learning.**
- **If the interventions have been successful the child may be removed from the SEND register. If the child is removed from the register they may still need to access some of the interventions.**
- **New interventions will be discussed.**
- **Additional targets will be created.**
- **A need for a funding application may be made.**
- **If a child continues to make less than expected progress, despite support, intervention and a bespoke curriculum, the academy may involve specialist external agencies with consent from parents.**



How are staff trained to support children with SEN/D?

First we look at the needs of the children at the academy. If we have a lot of pupils with a particular type of need or perhaps an unusual difficulty that we have had less provide training for staff in these areas. We also look at the training and experience our staff team already have and make sure that we fill any gaps in training for individuals and the staff as a whole.



We have a number of members of staff who are highly trained and experienced in the field of SEN/D, in part because we have two specialist resource bases on site. Our specialist expertise include ASC, deaf learners and complex needs. Much of our training is therefore delivered by staff 'in house' who have experience in the area being covered. Most often this is delivered by the SENCO. When we do not have the expertise 'in house' we seek support from outside of the academy and will ask professionals to come in to deliver training for us. If there are individual staff members who need training in a particular area then we signpost them towards courses that are run outside of the academy.

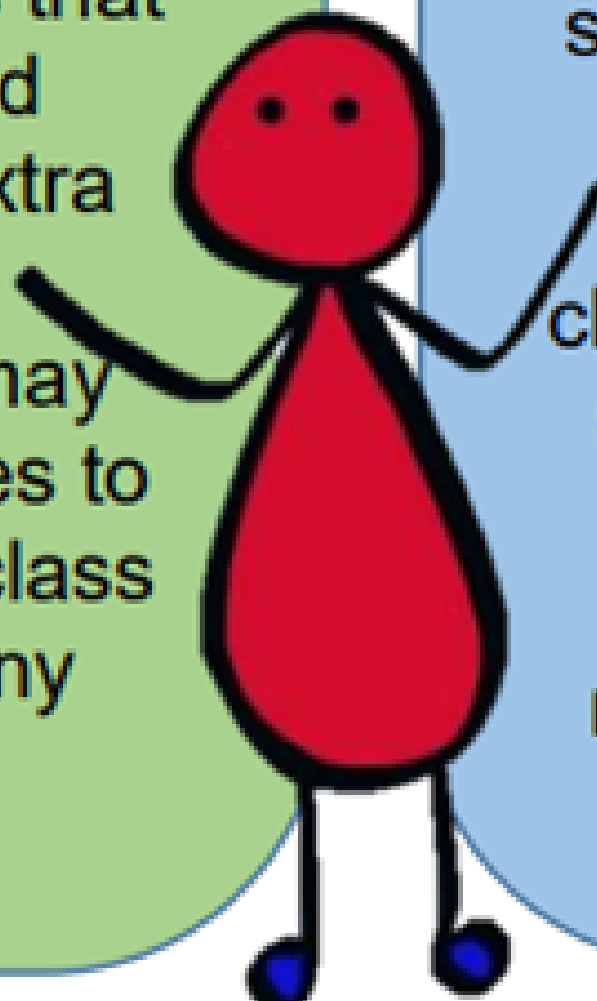
How do we prepare children for transitions?

A new class

At the end of the summer term, we make booklets for the children to take home over the summer which tells them all about their new class. It has photos of staff, the new classroom and explains any new rules that might be in place. For children who find change particularly difficult, we plan extra transition activities so that when the change comes, they feel ready. This may include visits to the classroom, chances to talk with their new teacher outside of class time or time to talk to an adult about any worries that they may have.

A new school

As soon as your child's place has been confirmed at their next school, we will make contact with them and begin to plan their transition. We always share information with new staff so that we can make the change as easy as possible for your child. We make sure that any reports are given to the new setting at the end of the school year. When moving on to secondary school, all children are invited to attend visits at their chosen school and some children will be invited to extra sessions too. Sometimes children like to see photos of their new school, key staff members and important places. We work closely with you, your child and the new school to help make this transition as smooth as it can possibly be.



The local offer

At Oasis New Oak we work closely with Bristol City SEND team in order to advocate for children and families who are part of our setting.

The Bristol Local offer is the best place for parents/carers to find updated information and how to gain support outside of the Academy for families.

<https://www.bristol.gov.uk/web/bristol-local-offer>





My name is Kelly Maione and I am the SENDCo
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Face to face meetings and appointments can be
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