



**September 2020**

# **OANO Special Educational Needs and Disabilities (SEND) Policy**

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**Version 1.0**



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*–In this policy, Oasis Community Learning is “OCL”, Oasis Academy New Oak is OANO and Special Educational Needs and Disabilities is “SEND”.*

## 1. Aims of the Special Educational Needs and Disabilities Policy

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

OCL has a graduated approach to SEND and has implemented changes as outlined in the 'SEND Code of Practice' (January, 2015). The 'SEND Code of Practice' offers guidance designed to help schools make full entitlement and appropriate provision for students with SEND. OCL follows the 'SEND Code of Practice' whenever decisions are taken relating to children with SEND.

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

Furthermore, every teacher is responsible and accountable for the progress and development of the students in their class, even when they access support through interventions and/or external agencies. Therefore, this policy should be considered within the wider context of academy policies relating to learning and teaching.

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

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

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

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

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

## 2. Categorisation: Special Educational Needs and Disabilities

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

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

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

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

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

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

## 3. Admissions and Transition Arrangements

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

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

At OANO we believe that engaging with parents during transition is crucial to effective support and allaying any fears. We have close links with feeder pre-schools/nursery's. Staff will visit local pre-schools and nurseries prior to children starting in Reception for all children, where this is feasibly possible. The SENCO may also be present at this meeting, where the child has a known need or is already on the SEND register at their current setting.

If a child joins OANO in KS1 or KS2 from another school the SENCo will contact the child's previous school to ensure any information on the child's SEND needs continue to be met and where possible, support continues. If the same support can't be provided at OANO, the SENCo will offer information on what support the school can provide. It is important that

parents of children with SEND wishing to move their child to OANO check or enquire what support is available with the SENCo at the earliest possibility as support differs between schools.

## 4. OCL Graduated Approach

### 4.1 Assessment and Identification

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

There are a number of ways that a student may be identified as having additional needs and at OANO:

- **Information from Transition.** OANO liaises closely with feeder pre-schools and nurseries. Staff visit each one, where possible, to gather information so that teaching staff are fully prepared for the Autumn Term. Children who are on the SEND register at a previous setting, will be added to the OANO SEND register upon starting at the academy. For other children, students may need monitoring more closely at the beginning of Reception so that staff can gauge their progress as they settle into their new school before determining if they need to be added to the register.
- **Information from Inclusion Questioners:** Parents will be asked to fill out an inclusion questionnaire in their admissions pack so that the SENDCO can gain important information about what a child's needs may be
- **Information gathered from data.** This data may include the Early Years Baseline, HEADSTART tests, SATs and teacher assessments.
- **On-going observation** and information sharing amongst staff relating to a student's progress is used to inform future planning. This may include lesson observations from the SENCo/ Senior Leadership Team.
- **Data from Progress checks.** If a student is falling below expected grades of progress, this will be analysed via regular academy reviews and data drops, as well as through Pupil Progress Meetings.
- **Academic and Pastoral meetings.** Information is shared by academy staff, allowing support to be coordinated, including any referrals to outside agencies. This may include referrals to CAMHS (Child and Adolescent Mental Health Service), BAT (Bristol Autism Team), an EP (Educational Psychologist), School Nurse etc.

## 4.2 The Support Register

A student with SEND that requires support that is *additional* and *different* from the majority of their peers, in discussion and agreement with parents, will be placed on the SEND Support Register. The outcomes of the support will be agreed and regularly shared with parents/ carers (and the student where appropriate). Teachers will monitor the student's progress closely in lessons, through data drops and ongoing classroom assessments. If the student begins to make good progress as a result of support put in place, they may be removed from the Support Register. Again, such decisions will be discussed with parents/ carers and the young person themselves (when developmentally appropriate) before any decision is made.

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

Children will be added to the SEND support register at OANO if:

- Significant support is needed to access day-to-day provision provided at OANO, including outside agency support.
- The child is working significantly below Age related expectations (ARE).
  - 1.5 years below in one or more key areas (Reading, Writing, Maths)
- The child has a medical diagnosis that significantly impacts on learning and the academy has made significant adjustment (usually adult support) to give them access.
- The child has an EHCP.

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

For a few students, the help given by the school will not be enough for them to make good progress and it may become necessary to make a request to the local authority for Statutory Assessment/EHCP. The academy will apply for this assessment where there is a possibility that a child may need a specialist education setting in future, when needs can not be met at the academy and/or where this is suggested by an external agency. Please be aware that an EHCP does not come with any funding for a child.

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

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

Parents are also able themselves to apply for an EHCP and information on doing this can be found on the local offer website.

## 5. Plan and Do: SEND Provision

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

The following support is available to children at OANO:

- Full-time education in the classroom with quality first teaching, differentiated for individual child's needs.
- Teaching Assistants (TAs) in every EYFS classroom, at least one TA across each KS1 year group and two TAs working across KS2.
- Pupil Passports and /or Bristol Support Plans, which include personalised strategies written by students/ parents/ carers (Appendix A) and are shared with staff
- 1:1 daily reading
- Write Dance and Speed Up Handwriting Interventions
- Plus One Maths Intervention
- NESSY
- Clicker 7 – An alternative word processor.
- ELSA Intervention (Emotional Literacy Support Assistant)
- Precision Teaching
- Extra small phonic booster groups
- Speech and Language support by TAs following and NHS assessment.
- Access arrangements for exams or tests
- Supportive equipment such as: ear defenders, move and sit cushions, talking tins, fiddle toys etc.
- Support in our 'Green Room' provision.

Other support may be given to individual students based on their needs.

## 6. Review

If a student is receiving SEND support, it is important to monitor the progress of any chosen outcomes and to evaluate whether any interventions that have been put in place have had an impact on learning. The SENCo at OANO will monitor and revise intervention every term.

In Autumn One, Spring One and Summer 1 parents of any child on the SEND register will be invited via the school office to be part of updating their child's pupil passport and analysing the impact of any interventions. The SENCo and the child's class teacher will be present at these meetings.

If there are continuing concerns about a student's progress or if the student continues to have levels that are well below expected levels for students of that age, the SENCo, in consultation with teachers and parents/ carers, may arrange for further assessment and/ or intervention. This may include advice from external agencies, such as the Educational Psychologist or the Speech and Language Therapist.

## **7. Developing Independence: Preparing for Adult Life**

OCL believes that it is vital that support arrangements, aim to prepare the young person for adult life, developing their independent learning skills so that they are more prepared to lead productive, healthy adult lives. OANO supports SEND students to be in control of their futures, making wise decisions about their future plans, where possible and appropriate for the child's age and stage of development.

**At OANO we engage students to express opinions, feelings and preferences in the following providing they are developmentally appropriate for the age and stage of the child:**

- Contributing to and reviewing their Education and Health Care Plan, including their life skills and independence.
- Deciding and reviewing objectives in their Annual Review. The views of the student form a vital part of any review and a suitable amount of time should be devoted to this. For children in EYFS and KS1 a child friendly child voice document will be filled out with the child before the meeting where it is not appropriate for them to attend.
- In the classroom, encouraging them to think independently and find solutions themselves, rather than relying on support.
- Supporting students to become self-disciplined
- Encouraging them to develop independent ways of learning that suit them
- Sharing progress with parents/ carers during meetings
- Developing personal skills and hobbies outside the curriculum (enrichment clubs etc)
  - Developing social skills and friendships

## **8. The Information Report**

Every OCL academy publishes details of its SEND support through an Information Report. The OANO Information Report can be found on the OANO website under 'SEN'. The Information Report is updated annually and includes information about:

- The name and contact details of the SENCo
- Staff expertise and how we train staff who support students with SEND
- The categories of SEND that academies provide for and the approach to learning and teaching
- The academy policies linked to the identification and assessment of SEND
- How the curriculum is adapted according to need
- How academy provision is monitored and evaluated

- Arrangements of how parents/ carers and students are consulted throughout the identification, assessment and provision process/ stages
- How students' progress is assessed
- How students are prepared for transition to other schools or key stages
- What support there is for improving emotional and social development
- How inclusion is promoted within the academy
- How outside agencies are used, including health and social care and voluntary organisations
- Arrangements for handling complaints
- Where to find information about the Local Offer

## 9. The Local Offer

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

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

## 10. Accessibility

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

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

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

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

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

## 11. Supporting Students with Medical Needs

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

OANO academy leaders will consult health and social care professionals, children and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported. Individual Healthcare Plans are completed for all children with medical needs to ensure that OANO can effectively support children with medical conditions.

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

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

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

- Overseeing the day-to-day operation of the SEND Policy, focusing on high aspirations and improving outcomes
- Delivering an outcomes-focused and co-ordinated plan for SEND students and their families
- Staff development on SEND matters
- Responding to changes in SEND Policy, locally and nationally
- Ensuring annual reviews of children with EHCPs are conducted accurately
- Supporting all staff in understanding SEND issues and assisting with developing effective strategies for improved outcomes and provision
- Liaising with the line managing of TA's
- Liaising with external agencies, including Health and Social Services
- Liaising with other providers regarding transitional arrangements
- Liaising with parents/ carers
- Working with senior leaders within the academy to ensure compliance with the Equality Act (2010)
- Providing advice on the financial resources required to effectively support SEND children.
- Access arrangements for examinations and assessments.
- Analysing school performance data that impacts on improved outcomes for SEND students
- Ensuring that the SEND Support Register is up to date
- Training teachers to ensure they are able to meet the needs of their students with quality first teaching

- Undertaking regular reviews of the overall effectiveness of interventions employed in the academy for SEND students
- Stay aware of latest changes and updates to SEND practice nationally and of the latest approaches to SEND support and intervention

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

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

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

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

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

### **14. Monitoring and Evaluation of SEND Provision**

OCL SEND provision is monitored through:

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

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

### **15. Training**

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

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

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

## **16. Arrangements for Complaints**

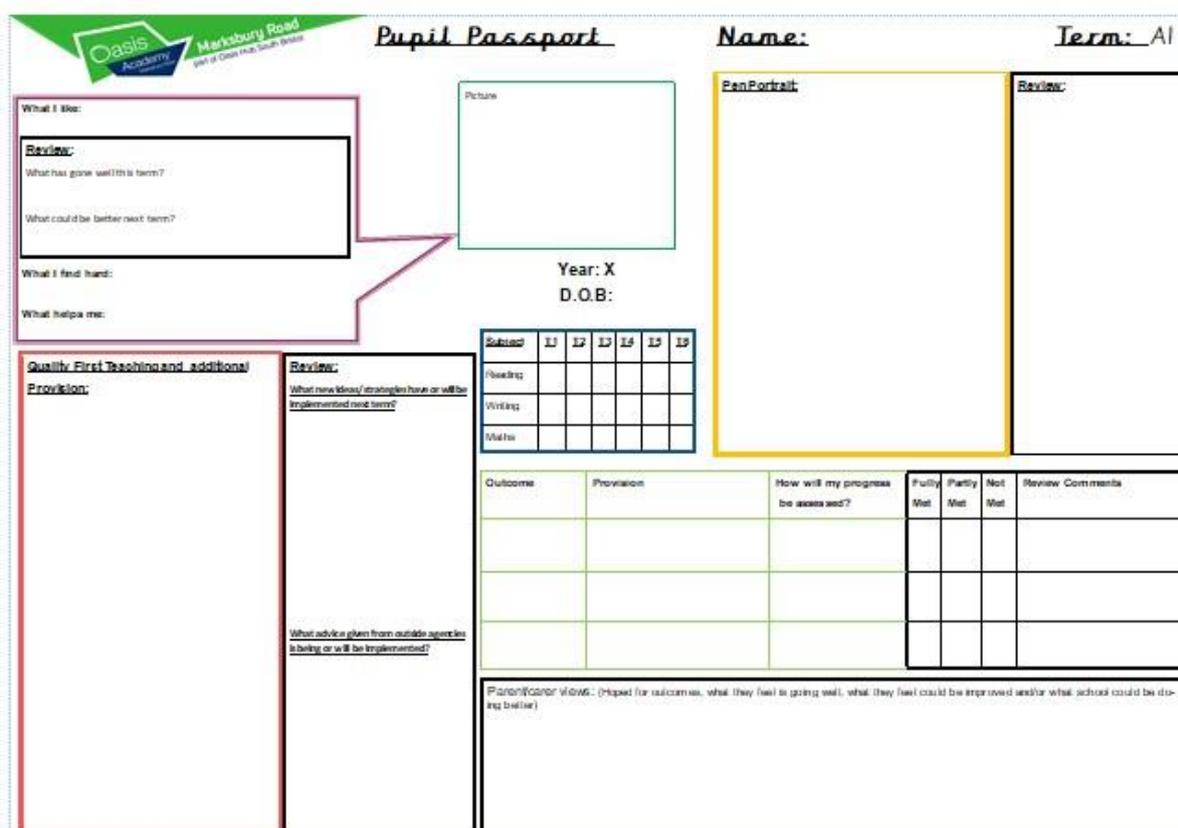
OANO aims to work with students and their families to ensure they achieve the best possible educational and other outcomes. However, where issues emerge, OANO has clear procedures in place to allow parents/ carers to voice concerns about any aspect of their child's provision. OANO expects parents to raise matters through the relevant complaints procedure which can be found on the school website and in the Information Report should they need to contact the school for any reason. If the concerns centre around SEND provision, the first person to contact is the SENCo.

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

## **17. Monitoring and Review of this Policy**

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

## Appendix A: Example of a Pupil Passport



**Pupil Passport** Name: \_\_\_\_\_ Term: AI

What I like: \_\_\_\_\_  
**Review:**  
 What has gone well (in term)? \_\_\_\_\_  
 What could be better next term? \_\_\_\_\_

What I find hard: \_\_\_\_\_  
 What helps me: \_\_\_\_\_

Picture \_\_\_\_\_  
 Year: X  
 D.O.B: \_\_\_\_\_

**PenPortrait:** \_\_\_\_\_  
**Review:** \_\_\_\_\_

Subject	I1	I2	I3	I4	I5	I6
Reading						
Writing						
Maths						

**Quality First Teaching and additional Provision:** \_\_\_\_\_  
**Review:**  
 What new ideas/strategies have or will be implemented next term? \_\_\_\_\_

What advice given from outside agencies is being or will be implemented? \_\_\_\_\_

Outcome	Provision	How will my progress be assessed?	Fully Met	Partly Met	Not Met	Review Comments

Parent/Carer views: (Expect for outcomes, what they feel is going well, what they feel could be improved and/or what school could be doing better) \_\_\_\_\_

## Appendix B: Local Offer Links

### Primary:

Academy	Information Report Link	Local Offer
Aspinal	<a href="http://www.oasisacademyaspinal.org/content/special-educational-needs-and-disability">http://www.oasisacademyaspinal.org/content/special-educational-needs-and-disability</a>	<a href="#">Manchester City Council</a>
Harpur Mount	<a href="http://www.oasisacademyharpurmount.org/content/sen-45">http://www.oasisacademyharpurmount.org/content/sen-45</a>	<a href="#">Bristol</a>
Bankleaze	<a href="http://www.oasisacademybankleaze.org/content/send-10">http://www.oasisacademybankleaze.org/content/send-10</a>	<a href="#">Bristol</a>

Connaught	<a href="http://www.oasisacademyconnaught.org/content/sen-15">http://www.oasisacademyconnaught.org/content/sen-15</a>	
Long Cross	<a href="http://www.oasisacademylongcross.org/content/special-educational-needs-34">http://www.oasisacademylongcross.org/content/special-educational-needs-34</a>	
Marksbury Road	<a href="http://www.oasisacademymarksburyroad.org/content/special-educational-needs-36">http://www.oasisacademymarksburyroad.org/content/special-educational-needs-36</a>	
New Oak	<a href="http://www.oasisacademynewoak.org/content/send-12">http://www.oasisacademynewoak.org/content/send-12</a>	
Woodview	<a href="http://www.oasisacademywoodview.org/content/send-information-0">http://www.oasisacademywoodview.org/content/send-information-0</a>	Birmingham City Council
Boulton	<a href="http://www.oasisacademyboulton.org/content/special-educational-needs-15">http://www.oasisacademyboulton.org/content/special-educational-needs-15</a>	
Foundry	<a href="http://www.oasisacademyfoundry.org/content/send-and-local-offer-0">http://www.oasisacademyfoundry.org/content/send-and-local-offer-0</a>	
Hobmoor	<a href="http://www.oasisacademyhobmoor.org/content/send-information-report-0">http://www.oasisacademyhobmoor.org/content/send-information-report-0</a>	
Short Heath	<a href="http://www.oasisacademyshortheath.org/content/send-1">http://www.oasisacademyshortheath.org/content/send-1</a>	
Blakenhale Infants	<a href="http://www.oasisacademyblakenhaleinfants.org/content/send-14">http://www.oasisacademyblakenhaleinfants.org/content/send-14</a>	Birmingham City Council
Blakenhale Juniors	<a href="http://www.oasisacademyblakenhalejunior.org/content/special-educational-needs-disabilities-send">http://www.oasisacademyblakenhalejunior.org/content/special-educational-needs-disabilities-send</a>	
Byron	<a href="http://www.oasisacademybyron.org/content/send-information">http://www.oasisacademybyron.org/content/send-information</a>	London Borough of Croydon
Ryelands	<a href="http://www.oasisacademyryelands.org/content/special-educational-needs-and-disability">http://www.oasisacademyryelands.org/content/special-educational-needs-and-disability</a>	
Firvale	<a href="http://www.oasisacademyfirvale.org/content/send-17">http://www.oasisacademyfirvale.org/content/send-17</a>	Sheffield
Henderson Avenue	<a href="http://www.oasisacademyhendersonavenue.org/content/send-6">http://www.oasisacademyhendersonavenue.org/content/send-6</a>	North Lincolnshire Council
Parkwood	<a href="http://www.oasisacademyparkwood.org/content/special-educational-needs-2">http://www.oasisacademyparkwood.org/content/special-educational-needs-2</a>	
Johanna	<a href="http://www.oasisacademyjohanna.org/content/special-education-needs-disability-send">http://www.oasisacademyjohanna.org/content/special-education-needs-disability-send</a>	London Borough of Lambeth
Limeside	<a href="http://www.oasisacademylimeside.org/content/send-information-report">http://www.oasisacademylimeside.org/content/send-information-report</a>	Oldham Council
Longmeadow	<a href="http://www.oasisacademylongmeadow.org/content/special-educational-needs-13">http://www.oasisacademylongmeadow.org/content/special-educational-needs-13</a>	Wiltshire
Nunthorpe	<a href="http://www.oasisacademynunthorpe.org/content/student-s-special-educational-needs-and-disabilities-oan">http://www.oasisacademynunthorpe.org/content/student-s-special-educational-needs-and-disabilities-oan</a>	North East Lincolnshire Council
Pinewood	<a href="http://www.oasisacademypinewood.org/content/special-educational-needs-31">http://www.oasisacademypinewood.org/content/special-educational-needs-31</a>	London Borough of Havering

Putney	<a href="http://www.oasisacademyputney.org/content/special-educational-needs-21">http://www.oasisacademyputney.org/content/special-educational-needs-21</a>	<a href="#">London Borough of Wandsworth</a>
Skinner Street	<a href="http://www.oasisacademyskinnerstreet.org/content/special-educational-needs-25">http://www.oasisacademyskinnerstreet.org/content/special-educational-needs-25</a>	<a href="#">Lancashire County Council</a>
Warndon	<a href="http://www.oasisacademywarndon.org/content/special-educational-needs-32">http://www.oasisacademywarndon.org/content/special-educational-needs-32</a>	<a href="#">Worcestershire County Council</a>

### Secondary:

Academy	Information Report Link	Local Offer
Arena	<a href="http://www.oasisacademyarena.org/content/send-information-report-3">http://www.oasisacademyarena.org/content/send-information-report-3</a>	<a href="#">London Borough of Croydon</a>
Enfield	<a href="http://www.oasisacademyenfield.org/content/send-5">http://www.oasisacademyenfield.org/content/send-5</a>	<a href="#">London Borough of Enfield</a>
Coulsdon	<a href="http://www.oasisacademyshirleypark.org/content/send-information-report-2">http://www.oasisacademyshirleypark.org/content/send-information-report-2</a>	<a href="#">London Borough of Croydon</a>
Isle of Sheppey	<a href="http://www.oasisacademyisleofsheppey.org/content/send-information-report-2">http://www.oasisacademyisleofsheppey.org/content/send-information-report-2</a>	<a href="#">Kent</a>
Immingham	<a href="http://www.oasisacademyimtingham.org/sites/default/files/files/SEN%20Information%20Report%20-%20%20Oasis%20academy%20Imtingham(1).pdf">http://www.oasisacademyimtingham.org/sites/default/files/files/SEN%20Information%20Report%20-%20%20Oasis%20academy%20Imtingham(1).pdf</a>	<a href="#">North East Lincolnshire Council</a>
Silvertown	<a href="http://www.oasisacademysilvertown.org/sites/default/files/files/SEND%20OASIS%20ACADEMY%20SILVERTOWN%20LOCAL%20OFFER%202016%20%20October%202016.pdf">http://www.oasisacademysilvertown.org/sites/default/files/files/SEND%20OASIS%20ACADEMY%20SILVERTOWN%20LOCAL%20OFFER%202016%20%20October%202016.pdf</a>	<a href="#">London Borough of Newham</a>
Southbank	<a href="http://www.oasisacademysouthbank.org/content/send-8">http://www.oasisacademysouthbank.org/content/send-8</a>	<a href="#">London Borough of Lambeth</a>
Brightstowe	<a href="http://www.oasisacademybrightstowe.org/content/localoffer">http://www.oasisacademybrightstowe.org/content/localoffer</a>	<a href="#">Bristol</a>
Brislington	<a href="http://www.oasisacademybrislington.org/content/special-educational-needs-38">http://www.oasisacademybrislington.org/content/special-educational-needs-38</a>	<a href="#">Bristol</a>
John Williams	<a href="http://www.oasisacademyjohnwilliams.org/content/sen-43">http://www.oasisacademyjohnwilliams.org/content/sen-43</a>	<a href="#">Bristol</a>
Lord's Hill	<a href="http://www.oasisacademylordshill.org/content/sen-17">http://www.oasisacademylordshill.org/content/sen-17</a>	<a href="#">Southampton</a>
Mayfield	<a href="http://www.oasisacademymayfield.org/content/send-provision-1">http://www.oasisacademymayfield.org/content/send-provision-1</a>	<a href="#">Southampton</a>
Lister Park	<a href="http://www.oasisacademylisterpark.org/content/special-educational-needs-and-disabilities">http://www.oasisacademylisterpark.org/content/special-educational-needs-and-disabilities</a>	<a href="#">Bradford</a>
Oldham	<a href="http://www.oasisacademyoldham.org/content/send-2">http://www.oasisacademyoldham.org/content/send-2</a>	<a href="#">Oldham Council</a>

Wintringham	<a href="http://www.oasisacademywintringham.org/content/sen-18">http://www.oasisacademywintringham.org/content/sen-18</a>	<a href="#">North East Lincolnshire Council</a>
MediaCity UK	<a href="http://www.oasisacademymediacityuk.org/content/send3">http://www.oasisacademymediacityuk.org/content/send3</a>	<a href="#">Salford</a>

**All-through Academies:**

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

## Appendix C: Localised SEND procedures and protocols

Please refer to the OMAR website for further information on SEND.

Here you can find a copy of the schools' information report and copies or termly SENCo Newsletters.