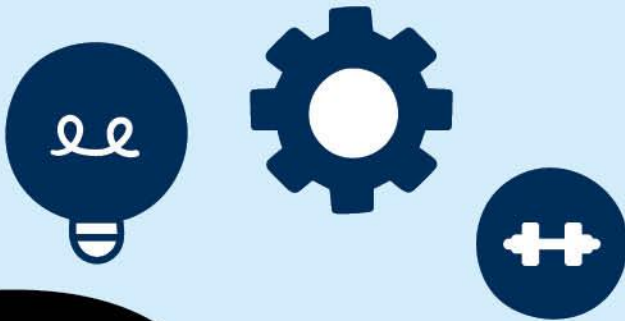


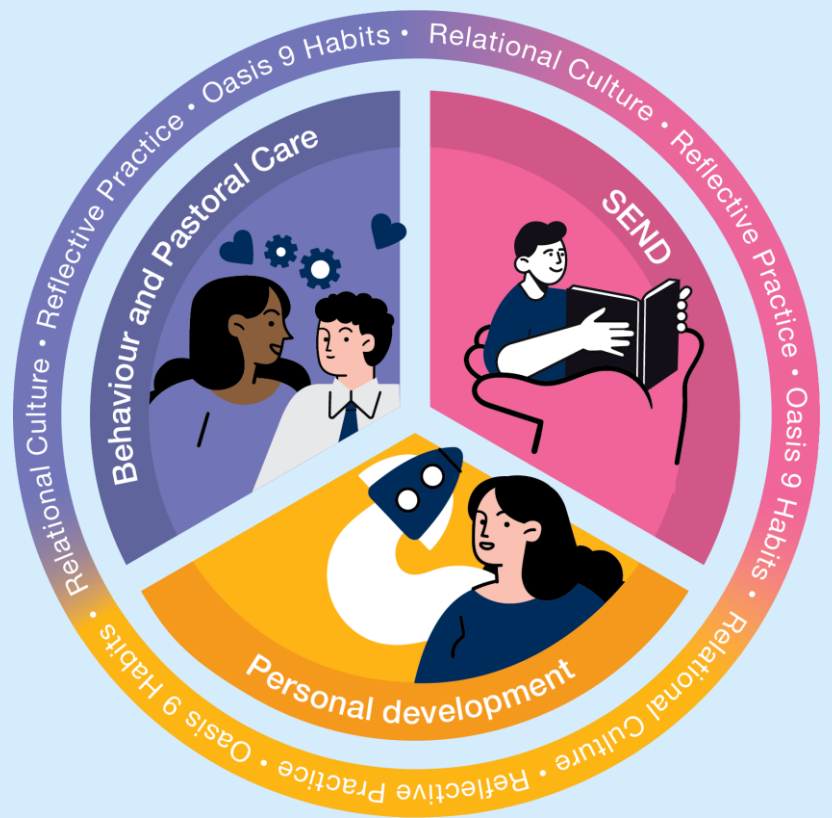


SEND

Information Report



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



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

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

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



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Our vision for SEND

1. Welcome to our SEND information report!

Oasis Academy Shirley Park Primary is a non - selective Academy open to all religious faiths and those with no faith.

Oasis Academy Shirley Park Primary is committed to providing an appropriate and high-quality education to all the pupils living in our local area. We believe that all pupils, including those identified as having special educational needs or a disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.



We're **rewritin**g the story



Our vision for SEND

Meet our SEND team

Name	Role	Contact details
Laura Evry	Head of Primary School	laura.evry@oasisshirleyparkprimary.org
Tracy Downton	Assistant Principal for Inclusion	Tracy.downton@oasisshirleyparkprimary.org
Natania Charles	EYFS Phase Leader and SEN lead across Lower School	Natania.charles@oasisshirleyparkprimary.org
Sharon Sinclair	SEN admin	Sharon.sinclair@oasisshirleyparkprimary.org





Our vision for SEND

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

Communication and Interaction

Cognition and Learning





Our vision for SEND

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

Social Emotional and
Mental Health
Difficulties

Sensory and/or
Physical Needs





Our vision for SEND

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

Our vision for children with SEND

We believe that all pupils should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe.

Oasis Academy Shirley Park Primary is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.





Our vision for SEND

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

The Oasis Entitlement for all children:

Mental health support, including through specific pathways

Pupil leadership opportunities and pupil voice activities

Access to school productions, sports teams, music lessons and after-school clubs

Access to residential trips, educational visits and careers opportunities





Knowing every child

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

How you are consulted:

Early identification is built into our overall approach to monitor the progress and development of all pupils. Any intervention will be part of a graduated approach following the cycle of 'Assess, Plan, Do and Review. This is a 3-stage process.

Initially, at Stage 1, the class teacher will consider any adjustments that may be needed and will review progress with these provisions in place. Information will be shared with parents.

Stage 2 - Involvement of the phase leader will follow if concerns remain, to discuss any interventions that may be available within the phase. Information will be shared with parents.

If concerns continue to remain, despite adjustments and interventions at stage 2, then pupils may be referred to the Assistant Principal. This will be Stage 3 and may involve referral to outside professionals for advice or assessment. Parental consent will be required for these referrals and consultations will be made for this.

Pupils at Stage 3 will have a SEN support plan with desired outcomes to be achieved and details of any additional provision that may be in place. Each term, parents will be given the opportunity to be fully involved in the review of progress towards these planned outcomes, when SEN support plans are shared.





Knowing every child

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

How children are consulted

Pupils are invited to share their thoughts and views about their additional needs and are able to suggest what helps them most with their learning. This information is recorded in SEN passports (an ongoing record of additional needs) and SEN plans (an annual record of needs with targets/reviews included).

Pupils with an EHCP are also asked designated questions provided as part of the annual review.





Knowing every child

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

Transition into our school

When moving into our school, we will contact the previous school SENCO to collect information about special arrangements and support that has been in place to help your child progress, so that these arrangements, if possible, can continue. We will also invite parents and children to visit our school to meet with a member of the SEN team to discuss needs prior to the start date. This ensures that all key information is shared.

Transition between classes and key stages

Towards the end of a school year, there will be several opportunities for pupils to visit their new classroom/teacher.

For those moving from Lower School to Middle School, visits to the new site take place weekly in Summer 2 to enable familiarity with the new site.

Social stories or transition books may also be put into place if needed.





Knowing every child

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

Transition to a new school or phase of education

Year 6/7 transition: The Assistant Principal for Inclusion will attend the Primary to Secondary transition day meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact.

Links are also made with secondary schools in summer term to ensure handover of relevant information. For those pupils with a disability, access arrangements will be put in place. For those pupils with an EHCP, the annual review will take place in summer term, with the receiving secondary setting invited to attend.

Preparing for adulthood

Pupils are given opportunities to consider work and careers during careers week.

Pupils are given responsibilities within school.

All pupils are encouraged to develop their level of independence as they move through the school.





Inclusive high quality teaching

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

Our accessible and inclusive curriculum

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupils' needs and requirements. Adaption is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Learning support assistants may support pupils with their learning objectives. They can adapt, for example, by providing writing frames, enlarged text and simplified instructions. Monitoring takes place to avoid pupils becoming over reliant and dependent on this focused adult support. Independent learning will remain a priority for all pupils.

Children are supported through adaptive planning, responsive teaching and use of resources/additional adult focus to work in their classes on all areas of the curriculum.

Staff are kept up to date with relevant training via a comprehensive CPD schedule. Some SEN training takes place in-house via the Assistant Principal for Inclusion, some is delivered via OCL trainers and some is provided via outside agencies, for example, the EP service, professional bodies, local training.





Inclusive high quality teaching

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

Our accessible and inclusive environment

Visual timetables are present in all classrooms to ensure every child knows which lessons are planned, including any changes to routines.

Workstations in class are provided for some individuals/pupils if this is helpful to meet their needs.

Materials for use in class are adapted according to need. Larger print and individual instructions are given to those with a visual impairment.

If a pupil has a physical difficulty, then access will be supported through walking frames and wheelchairs as provided by the relevant outside agency. Risk assessments may be in place for some pupils.





Inclusive high quality teaching

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

If a pupil has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of the educational facilities available at the academy, then additional provision may need to be put in place.

Early identification is built into our overall approach to monitor the progress and development of all pupils. Any intervention will be part of a graduated approach following the cycle of 'Assess, Plan, Do and Review. This is a 3-stage process.

Initially, at Stage 1, the class teacher will consider any adjustments that may need to be made and will review progress with these provisions in place.

Stage 2 - Involvement of the phase leader will follow if concerns remain. If concerns continue to remain, despite adjustments and interventions at stage 2, then pupils may be referred to the Assistant Principal. This will be Stage 3 and may involve referral to outside professionals for advice or assessment.

Pupils at Stage 3 will have a SEN support plan with desired outcomes to be achieved and details of any additional provision that may be in place. Each term, parents will be given the opportunity to be fully involved in the review of progress towards these planned outcomes, when SEN support plans are shared.





Inclusive high quality teaching

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

- Open door policy for parents to approach teaching staff to request a meeting.
- Termly SEN meetings to share plans, reviews and new targets.
- Annual reviews for pupils with an EHCP, with all stakeholders invited.
- Annual end of year report – Summer Term.





Inclusive high quality teaching

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

Progress in the curriculum

- Pupil progress meetings with phase leaders.
- Termly moderation of teacher assessments.
- Learning walks to observe adaptations and high quality teaching.





Inclusive high quality teaching

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

Progress towards EHC outcomes

- Annual EHCP reviews with all key stakeholders.
- Section F (provision) monitoring.
- Termly SEN reviews with school leaders.
- Learning walks to monitor provision.
- Book looks to monitor attainment.





Inclusive high quality teaching

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

SENDCo

Termly SEN briefings with LA

Monthly LSS meetings

OCL CPD

EP training

Teaching staff

INSET – lead by Inclusion Lead

INSET – lead by outside providers

Staff CPD

EP training

Support staff

INSET – lead by Inclusion Lead

INSET – lead by outside providers

Staff CPD

EP training





Inclusive high quality teaching

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

Specialist services currently working within our school:

Educational Psychologists:
Michael Modeste (Croydon LA)
William Bulman (Psychology First)
Speech and Language Therapy (NHS):
Gail Keats-Rodriguez
Speech and Language Therapy (Love2Communicate):
Lisa Atkinson and Damian Duncan
Visual Impairment Team (NHS):
Sallie Ward and Margaret Williams
Hearing Impairment Team (NHS):
Divina Phillips
Occupational Therapy team (NHS)
SEN Team for Croydon Local Authority
Croydon Locality SEN Support (CLSS)
Child and Adolescent Mental Health Service (CAMHS)
Virtual School for children who are Looked After





Interventions matched to need

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

Communication and Interaction support

Love2Communicate-SALTa support for identified pupils

NHS offer for pupils with an EHCP.

Cognition and Learning support

KS1 Phonics groups

Nessy – for reading and spelling support

Y6 – focus groups for English and Maths





Interventions matched to need

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

Social Emotional and
Mental Health support

Wellbeing Team
support

MHST referral

ELSA support

Sensory and/or
Physical support

Learning
breaks/movement
breaks in class.

Availability of
resources such as ear
defenders, pencil
grips, writing slopes,
fidgets etc





Interventions matched to need

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

How we teach pupils about social and emotional wellbeing

Zones of Regulation approach – learning to recognise our own emotions and those of our peers. Learning strategies that help us to move back into the Green Zone.

Zones displays in all classes, with prompts for moving between zones and resources to support this.

PHSE lessons to teach about friendships/relationships.





Interventions matched to need

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

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

- An inclusive and relational approach from all staff
- ELSA sessions
- Wellbeing Team support
- Adjustments in class and breaktimes.

How we support families

- Wellbeing Team support - signposting
- SENCO support
- MHST referral
- Early Help referral





Interventions matched to need

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

Our Local Offer and other useful services

Further information about support and services for pupils and their families can be found in:

The Local Authority Local Offer:

www.croydon.gov.uk/education

Family Space: www.familyspacecroydon.co.uk/

Croydon SENDIASS: <https://www.kids.org.uk/croydon-sendiass>





Interventions matched to need

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

Supporting children who are Looked After with SEND

If a Looked After pupil has additional needs, then these are discussed via termly PEP meetings with social workers, virtual school, carers and other key stakeholders.

Mrs Downton, the school Assistant Principal for Inclusion is also the Designated Teacher for Looked After Children so can provide an overview of need and provision in place.





Interventions matched to need

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

What to do if you are worried

In the initial stages, please refer your concerns to the class teacher, who would invite you to meet for sharing of these concerns. This would then be monitored, starting on the Stage 1 pathway.

Our complaints procedures

https://resources.finalsite.net/images/v1744704666/oasiscommunitylearning/lg9mxosbqbgifnf6zxyv/Complaints_Policy.pdf





Oasis Academy Shirley Park Primary

**Lower School:
Stroud Green Way CR0 7BE**

**Middle School:
Long Lane CR0 7AR**

**Telephone: 0208 656 0222
Email: primaryadmin@oasisshirleyparkprimary.org**

