

Oasis Academy Longmeadow Special Educational Needs and Disabilities (SEND)

Information report

Last updated 04/10/2021



Who is the Special educational Needs co-ordinator?

The SENDCO at OAL is Miss Laura Hurn. She is undertaking the National Award in Special Educational Need (NASENCO)

Miss Hurn is available for meeting on Monday's and Tuesday's, in person, by phone or on TEAMS.

The SENCO can be contacted directly by email at:

Laura.Hurn@oasislongmeadow.org

By phone : 01225 355511

The role of the SENDCO is to co-ordinate the provision of children with SEN or Disabilities. She checks that teachers are able to support all the children in their class and ensures that the children have access to any additional/different provision that they might need to be able to do their best.

How does OAL promote inclusion?

OAL works in line with Oasis Community Learning (OCL) to promote inclusion. OCL believes that all children and young people should be equally valued and therefore we will do all we can do to promote equality of opportunity and outcomes, and to help develop a learning environment where all children and young people can flourish and feel safe. All young people should have access to a broad, balanced and relevant curriculum, with teaching and learning strategies that maximise achievement and prevent failure by removing barriers to learning and providing access to a wide range of learning challenges. All children are included in clubs and school trips where possible.

How do staff at OAL identify children who may have SEN?

OAL has a clear approach to identifying and responding to SEN. All teachers are responsible for identifying children with SEN and, in collaboration with the SENCo will ensure that those students requiring different or additional support are identified at an early stage. Information to assess whether a child has special educational needs is collected in numerous ways:

- On entry to the Academy every student's attainment is assessed to ensure continuity of learning. Liaisons are made with nurseries or other settings to gather information on previous support in place.
- The Academy regularly gathers information about every child's progress, alongside national data and expectations of progress/academic data is updated regularly. Progress which is: significantly slower than that of their peers starting from the same baseline, fails to match or better the student's previous rate of

progress or fails to close the attainment gap between the child and their peers may indicate that that child has a SEN.

- A class teacher may fill out a 'Referral to SENCO Form' if they have concerns about a child. This referral will be actioned by the SENCO. If concerns are raised, parents can be invited in for a meeting with the class teacher and SENCO.
- Parents can make an appointment to meet with their class teacher at any time should they have any specific concerns. They may wish to bring a list of points to discuss.

What types of special needs are there?

The SEND Code of Practice 2014/2015 does not assume that there are hard and fast categories of SEN. It recognises that children's needs and requirements fall into four broad areas:

- Communication and Interaction
- Cognition and learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

Children may also have a disability which also means that the academy needs to provide additional and/or different provision to help every child succeed. In line with the SEND Code of Practice we accept that students often have needs that cut across all these areas and that their needs may change over time.

What is the SEND register?

In consultation with parents and staff, children will be added to the SEND support register at OAL if:

- Significant support is needed to access learning at the academy beyond our planned and allocated provision - Quality First teaching.
- The child is working significantly below age related expectations (ARE) -usually 1.5- 2 years below in one or more key area (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 significant Social, Emotional /Mental health needs

- The child has an EHCP.

All children on the register will have either A Pathway plan, a MY Support plan or an EHCP

Who do I contact if I have a concern that my child has SEND?

In the first instance please talk to your child's class teacher regarding any concerns you may have. You can meet them at the beginning or end of the day. If you need a more private meeting please talk to the school office to arrange this. The class teacher can then talk with the SENCO if it is needed.

How will both you and I know how my child is doing and how will you help me to support my child?

Every student has the opportunity for two parents evenings a year where their progress can also be discussed. SEND students pupil pathway documents will be discussed at these parents evenings and they will also have one additional review meeting. Parents are encouraged to have an input towards the targets set throughout these meetings.

How will the curriculum match to my child's needs?

All children follow the National Curriculum. Students with SEND will have the learning adapted to make lessons inclusive for each student's needs. This may mean that the content of the lesson is changed or recording methods are adapted. On every Pupil Pathway Plan there are recommended strategies which the class teachers can use to support students and make adjustments as needed.

How will staff support my child?

All teachers at Oasis Academy Longmeadow are teachers of SEND. They are expected to follow the recommendations on the pupil pathway plans. Teachers will set specific targets each term for every SEND student. On occasions, students may receive additional interventions in either small groups or 1:1 if needed to target specific needs.

How will the decision be made about what type of support and how much support will be in place for my child?

The senior leadership team, with support of the SENCO and the class teacher, oversees the support and interventions in place for every student with SEND.

Pupils with the highest level of need are occasionally offered Alternative off-site provisions, selected to meet very specific needs, these are funded through their EHCP.

How will my child be involved in activities and trips?

All children are included in trips and activities. If needed, risk assessments and reasonable adjustments can be made to ensure everyone can participate fully.

What support can be in place for my child's overall wellbeing?

Your child's wellbeing will be supported by all staff. The first point of contact would usually be their class teacher. Your child may receive individual or small group support sessions such as: mentoring; play therapy or counselling. We can also make referrals to external agencies such as CAMHs if needed. The school uses JIGSAW which is a programme of social, emotional, mental health education.

How accessible is Oasis Academy Longmeadow?

Oasis Academy Longmeadow is a single-story school with accessible grounds and playing fields. We have a disabled toilet and shower facilities available. The school makes every effort to accommodate accessibility needs for all children including adapted furniture and a level entrance throughout the school.

How are parents and children involved in their pupil pathway reviews?

As a parent or carer of a child with SEND, you are encouraged to review the Pupil Pathway targets with the class teacher. We value your support in working towards these targets through activities at home and we are happy to give guidance and support with resources for this where necessary. Please ask if you would like help in this area.

What specialist services are available at or accessible by Oasis Academy Longmeadow?

Not all children with SEND will need to access external specialist services. Any referrals to specialist services will be discussed with you as parents in the first instance. We work closely with external agencies such as:

- Speech and Language therapy (SALT)
- Educational Psychology service (EP)
- Occupational therapy (OT)
- Hearing Impaired Service (HI)
- Visual Impairment Services (VI)
- Paediatrician
- Child and adolescent mental health service (CAMHs)
- Mental Health in Schools Team (MHST)
- Alternative provisions
- The school Nursing Service
- Virtual School (for looked after children)

How will Oasis Academy Longmeadow support my child to start school, move between year groups or prepare for a new school?

Transition meetings are held before the start of a new school year to update Pathway Plans, set new targets and communicate important information about each pupil to new teachers and staff.

When students are preparing to move to Year 7, most students with SEND will have access to a package enhanced transition support; for example: additional tailored visits to the secondary school.

External agencies links

There are many organisations able to provide advice for parents about special educational needs and school related issues.

The Department for Children Schools and Families (DCSF) provides lots of helpful information for parents.

www.gov.uk/government/organisations/department-for-children-schools-and-families

Special Needs Jungle has a wealth of advice on a number of Special Educational Needs as well articles of special needs laws.

www.specialneedsjungle.com

The National Autistic Society has a wealth of information to support children with autism and their families.

www.autism.org.uk

Parents wishing to make their own referrals can do so Through the Wiltshire Virgincare Single Point of Access (SPA)