



September 2019

Oasis Academy Connaught Special Educational Needs and Disabilities (SEND)

Information Report

Last Updated September 2019

Version 1.0

Meet the SENCO

The Special Educational Needs Co-ordinator and Inclusion Lead is Mrs Carr.

Mrs Carr has been a qualified teacher for 8 years and has been at Connaught for the same amount of time. She is currently undertaking her National Award in Special Educational Needs at Bath University.

Mrs Carr is available on Monday's, Thursday's and Friday's. Appointments can be arranged via the school office. The number is **01275 894590**.

Inclusion at Oasis Academy Connaught

Oasis Academy Connaught alongside Oasis Community Learning believes that all children and young people should be equally valued and therefore will do all we can to promote equality of opportunity and outcomes, and to help develop and learning environment where all children and young people can flourish and feel safe. There will be 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.

Further steps OAC take to promote inclusion:

- Use the JIGSAW PSHE Scheme to promote inclusion, relationships and respect.
- Take part in Anti-Bullying Week Annually
- Celebrate the success of all learners through star of the day and weekly certificates
- Share knowledge of Autism Awareness Week, Fairtrade Week, Black History Month etc

The Academy are dedicated to encouraging pupils with SEND to participate in all aspects of school life through involvement of playtime activities, after school clubs, school trips and providing opportunities for personalised arrangements for any vulnerable children (through use of a quieter nurture playground and creative and constructive play tasks).

Our Inclusive Admission Arrangements ensure that the Academy is open to pupils of all religious faith and those with no faith. The academy is a single storey building and there is wheelchair access through all entrances and exits. A disabled bathroom is located in the main building and all classrooms are fully accessible.

Areas of SEND provided for at Oasis Academy Connaught

The SEND Code of Practice identifies Broad Areas of Needs that schools must provide for, these are:

Communication and Interaction:

This may include Autism, Asperger's Syndrome, Diagnosed Specific Speech, Language and Communication Needs.

Cognition and Learning

This may include Moderate Learning Difficulties, Specific Learning Difficulties (Dyslexia, Dyspraxia, Dyscalculia tendencies-not all diagnosed) and Global Developmental Delay, Attention Deficit Hyperactivity Disorder (ADHD) and Attachment Disorders

Sensory and Physical

This may include Moderate visual impairment, Type 1 Diabetes, Cystic Fibrosis and Hearing Impairments

Social, Emotional and Mental Health Difficulties

Behaviours demonstrated may be persistent disruptive or disturbing behaviour, anxiety or depression. Others may have Attention Deficit Disorder (ADD) or ADHD.

It is important to be aware that whilst children may have a primary need, they may fall into other categories of need.

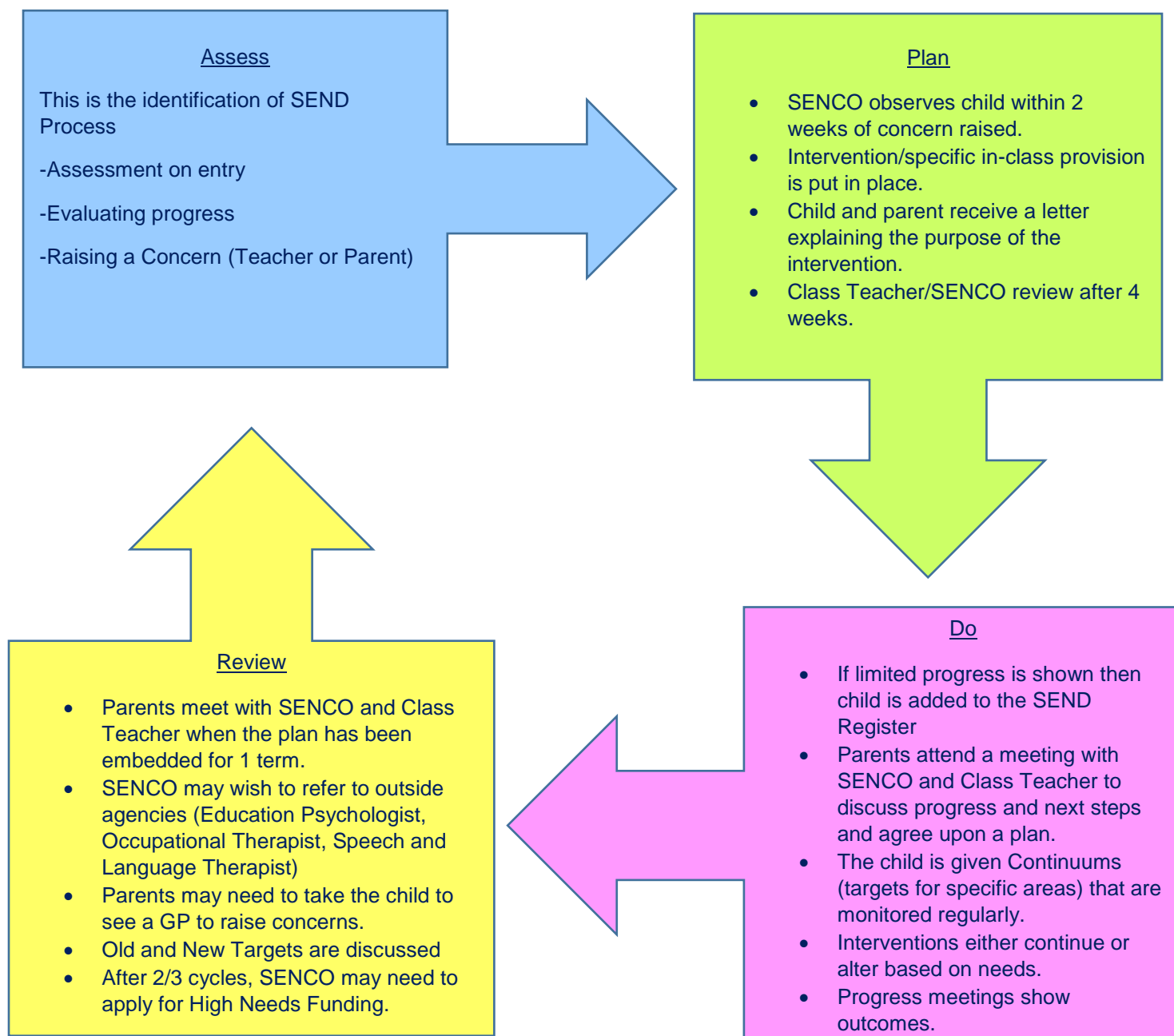
Identifying children with SEND

The approach to identifying and responding to SEN at OAC is clear. All teachers are responsible for identifying children with SEN and work closely with the SENCO to ensure early identification and additional support is provided. Gathering information to assess whether a child has SEND is carried out with the following;

- All children attending the Academy are assessed on entry by their class teacher and then on a termly basis for Reading, Writing and Maths. This enables us to promptly identify those children that are achieving at a lower than expected rate than their peers of similar age.
- Progress of the child is shared at Pupil Progress meetings between the class teacher and the Executive Principal. Any progress which is significantly slower than that of their peers, fails to show maintained or improved rate of progress or match or fails to close the attainment gap between the child and their peers may indicate that that child has a SEN.
- The class teacher complete a 'Raise a Concern to the SENCO' form if they notice a pupil is showing signs of difficulty. This referral is actioned by the SENCO in which she will observe the child in class and assess the provision and need. Parents will be invited to meet with the class teacher and SENCO to share next steps.
- Parents are also able to complete a 'Raise a Concern to the SENCO' form as well as booking an appointment to discuss concerns they may have about their child.

Planning and Provision for SEND

When a child is identified as having SEND the Academy follow the SEND Code of Practice 'Plan, Do, Review, Assess' cycle. OAC use the following model;



At OAC there is an expectation that parents and pupils will fully participate in the assess, plan, do, review cycle.

Following discussion with parents and the class teacher, a child will be added to the SEND Register if:

- The child has a diagnosis that significantly impacts on his/her ability to learn

- The child has an EHCP or has High Needs Funding
- Support needed is above and beyond Quality First Teaching
- If the child is working significantly below Age-Related Expectations
Nursery- between 8-20 months
Reception- anything lower than the 30-50 months (related to the Early Learning Goal)
KS1 and KS2 –working 18months below Age-Related Expectations

Training and Supporting Staff

At OAC we believe that every teacher is a teacher of SEND. Continual Professional Development training is a high priority at Connaught and Teachers and TAs receive professional development training from members of the Senior Leadership Team or agency specialists on all aspects of the curriculum, supporting the needs of all learners and behaviour management. SEND Specific Training to date has included:

Birmingham Tracker Toolkit

Understanding Working Memory

Dyslexia Training

Nessy Reading and Spelling

Letters and Sounds Training

Tales Toolkit Training

Talkboost Training

Teaching Phonics to pupils with MLD

Attention Autism

A-Z Training

To ensure that teachers are demonstrating the highest quality of support to children with SEND the SENCO will:

- Carry out termly learning walks with a specific focus (these include checking the differentiation for SEND pupils, observing the provision and resourcing and understanding the deployment of additional adults).
- Provide SEND Surgeries (1:1 meeting with class teachers) to discuss the progress, planning and provision for children on the SEND register and support completion of SEND Documentation (Continuums, HCPs, PSPs)
- Provide Whole School Professional Development on SEND specific topics.
- Carry out Book Scrutiny for SEND children-checking for differentiation, use of scaffolding/additional support/resourcing and target tracking.

- Monitor SEND Files, checking on-going monitoring of children that have Continuums and check highlighted targets are evidenced in books.

Interventions available at OAC

At OAC we provide interventions and inclusion opportunities for all children regardless of whether or not they are on the SEND Register however children with SEND will have priority.

The interventions that are currently available are;

Lego Therapy

Emotional Literacy Support (ELSA)

Speech and Language Therapy

Talkboost

A-Z Literacy

Better Reading Partners

Reading Recovery

Rapid Reading

PIXL Reading, Writing and Maths

EAL Development

SNIP Literacy

Forest School

Attention Autism

Trauma Informed Support

Nessy Reading and Spelling

Many of the interventions will run on a short-term basis (6-12 weeks) and will require an entry and exit criteria.

The Academy also runs its own onsite Alternative Provision. This is a Nurture class and has a maximum of 4 full time places and 1 short term place. This is to support those pupils with significant Social and Emotional and Mental Health Needs and will require a range of entry/exit criteria including learning assessments, boxall, multi external agency involvement.

Evaluating the effectiveness of SEND Provision

The Academy is committed to providing the best for our children so SEND and Inclusion is reviewed and up-dated at the end of Term 2, 4 and 6 in order to ensure that it reflects the most effective use of funds available in the SEND Budget, pupil premium and High Needs Funding to meet our pupils' needs.

Interventions are monitored by the SENCo who works closely with the Leaders of Reading and Maths to analyse data, discuss pupil progress and arrange next steps. The impact of interventions and provision is also discussed in termly pupil progress meetings, SEND surgeries and performance management meetings. It is also evaluated as part of the Assess, Plan, Do, Review cycle.

Transition

All children that join the Academy in Early Years Foundation Stage (Nursery and Reception) have an induction pack in the summer term preceding their arrival.

For pupils with SEND the class teacher and/or SENCO visits each early years setting/school to meet with the Key Worker or SENCO. When pupils have more complex needs it may be necessary for them to have a carefully planned transition package in which they attend additional sessions and additional resources (photograph book, social story) to support the transition.

Pupils transitioning to specialist provision may require the TA/key adult to settle them into the new setting.

Transition from KS2 to Secondary is bespoke for each SEND child however it is very likely the child will be offered additional transition days to become more familiar with their surroundings and new adults. The SENCO at OAC and the Year 6 teacher will meet the Secondary SENCO to discuss the child's needs and current provision. Parents are encouraged to speak to the SENCO at the secondary school upon any Open Days. Any documentation about a child's SEND will be sent to the new SENCO upon the arrival of the child at secondary.

It is vital important to plan for future adult life and this focus is introduced early on in the academy. The process is implemented in the following ways:

- Ensuring that families of pupils with SEND understand that with the right support that they will be able to find work, be supported to live independently and participate positively within the community.
- We support all our pupils to develop friendships and engage in a broad range of activities and experiences.
- Pupils with SEND participate in the life of school and the wider community.

Preparations for adulthood are encouraged in the following areas:

- **Support to prepare for future education or employment**-developing our pupils' awareness of their strengths as well as areas for development, increasing topic of interest, encouraging emotional resilience and love of learning.
- **Support to prepare for independent living**-refining our pupils' self-help skills, daily living proficiencies and independence.
- **Support for maintaining good health in adult life**-increasing our pupils' knowledge and understanding of managing personal care, taking pride in one's own appearance, learning about healthy eating and disease protection.
- **Support in participating in society**- learning about the wider community and participating in charitable enterprises and fundraising opportunities.

Handling Complaints

If a parent/carer or pupil feels unhappy about something or has any concerns about anything to do with the academy, they should communicate this as soon as possible.

In the first instance parents/carers/pupils should discuss concerns with the class teacher. Most concerns or issues should be addressed informally at this stage. Teachers are available for informal discussions at the beginning or end of the academy day or via appointment.

If an issue remains unresolved then parents/carers should arrange to speak with the SENCO and if this still remains unresolved then an appointment with the Executive or Assistant Principal should be arranged.

The Principal will investigate any concerns raised and inform parents/carers of their findings and resolution.

If parents/carers remain unhappy they should make a formal complaint in writing addressed to the Executive Principal.

OAC website gives guidance on the complaints procedure.

https://oasiscommunitylearning.finalsite.com/uploaded/National_Policies/Complaints_Policy.pdf

Academy Policies

All policies can be found on the Oasis Academy Connaught Website under the heading 'About Us' and then click 'Policies'. Some significant policies are below.

SEND Policy

https://oasiscommunitylearning.finalsite.com/uploaded/National_Policies/SEND_Policy.pdf

Inclusion Policy

https://www.oasisacademyconnaught.org/uploaded/Connaught/About_Us/Policies/Inclusion_Policy.pdf

Behaviour Policy

https://www.oasisacademyconnaught.org/uploaded/Connaught/About_Us/Policies/Behaviour_Policy.pdf

Disability Equality Policy

https://www.oasisacademyconnaught.org/uploaded/Connaught/About_Us/Policies/Disability_Equality_Policy.pdf

Anti-Bullying Policy

https://www.oasisacademyconnaught.org/uploaded/Connaught/About_Us/Policies/Anti-bullying_Policy.pdf

Intimate Care Policy

https://www.oasisacademyconnaught.org/uploaded/Connaught/About_Us/Policies/Intimate_Care_Policy.pdf

Involvement of External Agencies

The Academy regularly seeks professional advice and guidance from external agencies such as:

- Alternative Learning Provision
- Education 1st
- Bristol Autism Team
- CAMHS
- Speech and Language Therapy Services
- Educational Psychology Service
- Impact Mentoring
- Occupational Therapy Service
- Community Paediatricians
- Social Care (Family Support Workers, Early Help, Families in Focus)

All Social Care aspects will be directed to the Designated Safeguarding Lead (Faye Morgan) who may need to liaise with the SENCO for further information.

The Local Offer

OAC works with the Local Authority to support the education and development of SEND children. The Local Offer outlines provision that is available for those with SEND. This information can be found on the Local Authority Website.

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