



# Oasis Academy Lord's Hill SEND Information report

## Introduction

This report highlights how we implement the OCL SEND Policy at Oasis Academy Lord's Hill. It identifies our provision for all students with special educational needs and how the policy is fully implemented to support our students and ensure they make good progress. The OCL SEND [Policy](#) is available on the Academy website [here](#).

With the publication of 'The special educational needs and disability code of practice: 0 to 25 years' in June 2014, it is essential that our ethos and practices reflect the statutory guidance provided by the Department for Education and the Department for Health. These duties, policies and procedures relate to Part 3 of the Children and Families Act 2014 and associated regulations:

- Children and Families Act 2014
- SEN Code of Practice 2014
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010

This report reflects the changes made as reflected in the SEND code of practice 2014

- Clearer focus on the participation of children and parents in decision-making at an individual level.
- Stronger focus on high aspirations and on improving outcomes for children.
- Joint planning and commissioning of services to ensure close co-operation between education, health and social care.
- The publication of a 'Local Offer' of support for children with SEN or disabilities.
- Taking a graduated approach to identifying and supporting students and students with SEN (to replace School Action and School Action Plus).
- For children with more complex needs, a co-ordinated assessment process and the Education, Health and Care Plan (EHCP) replace statements.
- Greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.

## **Purpose:**

The purpose of this report is to describe our provision with regards to children with special educational needs and/or disabilities from September 2014 and the principles upon which these are based.

## **School Aims:**

At Oasis Academy Lord's Hill we believe that every child has the right to access the full curriculum. The opportunity for all to develop skills through active engagement and enjoyment whilst learning alongside their peers is central to our ethos. Our curriculum is **deliberately ambitious for SEND students and at the heart of our academy's educational provision for SEND**. Our commitment to an exceptional climate for learning and great pedagogy for SEND which makes learning the foundation of every lesson. It is designed to provide **all** send students with the **knowledge** and **cultural capital** they need to **succeed in life, in partnership with parents and carers**. In our curriculum, **knowledge underpins the application of skills**.

We acknowledge that support should be offered within the classroom environment and recognise that there are also occasions when some children will receive support in a setting more suitable for their learning needs.

We aim to work alongside other agencies providing both emotional and practical support for parents and children whose needs require multi-agency partnerships. Ensuring parents are aware of the support available through services within the Southampton area, we will sign post the 'Local Offer' on the school's website. We actively encourage parents to work in partnership with ourselves to ensure that both the child and parents are central in the decision making process in order to ensure our students have the best possible life chances.

Students with additional educational needs are considered for admission to the Academy on exactly the same basis as for those without additional educational needs. Prior to starting at Oasis Academy Lord's Hill, parents/carers of students with EHCP will be invited to discuss the provision that is available to meet their educational needs.

We pay particular attention to the provision for and the achievement of different groups of learners including those:

- With social, emotional and mental health difficulties – SEMH
- Who have communication and interactions difficulties – CI
- With Autistic Spectrum Disorders/Social Communication - ASD
- With Specific Learning Difficulties encompassing a range of conditions such as Dyslexia,
- Dyscalculia and Dyspraxia - SLD
- For whom English as a second language – EAL
- Who have cognitive and general learning difficulties – CL
- With medical conditions
- With physical and sensory impairments – PD, VI, HI

## **Definition of SEN:**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- The term SEND K is used to identify pupils receiving additional support.
- The term SEND E is used to identify pupils who require additional provision, including EHCP.

### **Disabled Children:**

Many children who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

### **Accessibility:**

Oasis Academy Lord's Hill is a single site Academy. There are disabled toilets in all areas of the building which it itself wheelchair accessible. There are also a number of working lifts which allow all students with physical disabilities access to all areas of the building. In addition, we create an inclusive curriculum that makes adaptations to ensure students can access learning and make progress.

### **Broad areas of need**

#### Communication and interaction

This describes students who have speech, language and communication needs displaying difficulties communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

### **Identification Process:**

At Oasis Lord's Hill we use the graduated approach with identifying pupils with SEND needs and provide appropriate levels of support. When a member of staff is concerned with regards to a potential SEND in a student, the class teacher will initially communicate with the parents to discuss needs and provision in place. If the student is still having difficulties the class teacher will complete a referral form that is passed to the SENCO who will gather information from various sources to discuss next steps. The class teacher and or SENCO will invite parents in to school to discuss with the student if appropriate, the suggestions and their thoughts and feelings on the next course of action. Clear actions will be set from which SMART targets are set. Progress is monitored through a continuous cycle of assess plan do review. Stage 4 is when a student is placed onto the SEN register in consultation with the parents where they will receive more targeted support. If the student is still unable to progress and access the curriculum they will move to stage 5 where an EHCP application will be considered. All students are able to move up and down the stages as needed during their time at Oasis. Students are removed from the SEND Register when they have made progress and no longer require stage 4 intervention, this does not mean that they cannot return to stage 4 at a later date if it is need.

<b>Stage</b>	<b>Provision required</b>	<b>Support and provision</b>	<b>Assessment, recording and monitoring systems</b>	<b>Monitored by</b>
1	Universal provision	<ul style="list-style-type: none"><li>• High quality first teaching</li><li>• A broad and balanced curriculum within an inclusive classroom</li><li>• Personalised learning targets</li><li>• Attention paid to different learning styles</li><li>• Carefully planned differentiation, including practical, visual, concrete resources</li></ul>	<ul style="list-style-type: none"><li>• Differentiated planning and outcomes</li><li>• Pupil aware of learning targets</li><li>• Reviewed at Pupil Progress reports and Parents evenings.</li></ul>	Class Teacher

		<ul style="list-style-type: none"> <li>• Modelling by adults within the classroom</li> <li>• Curriculum assessment of progress to support target setting for pupils</li> <li>• Assessment for learning and constructive feedback</li> <li>• Inclusive Teaching Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment for Learning systems used to identify strengths/gaps</li> </ul>	
2	<p>Early intervention support</p> <p>(Not on SEN Register)</p>	<p>In addition to Stage 1:</p> <ul style="list-style-type: none"> <li>• Support within class through small groups and individual support (e.g. cut away, workshops)</li> <li>• Differentiation of the curriculum to meet individual learning needs</li> <li>• Tools and resources to support access</li> <li>• Inclusive Teaching Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated planning and outcomes</li> <li>• Pupil aware of learning targets</li> <li>• Reviewed at Pupil Progress reports and Parents evenings.</li> <li>• Assessment for Learning systems used to identify strengths/gaps</li> </ul>	Class Teacher
3	<p>Targeted, additional support</p> <p>(Not on SEN Register)</p>	<p>In addition to Stages 1 - 2:</p> <ul style="list-style-type: none"> <li>• Investigation of strengths and needs</li> <li>• Early intervention and personalised provision</li> <li>• Inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment</li> <li>• Targeted support within class through small groups and working individually with an adult</li> <li>• Additional group or individual programmes</li> <li>• Evidence based interventions delivered individually or in small groups between 8-20 weeks (e.g. ELSA support, phonics and reading interventions etc). Reviewed 6 weekly.</li> <li>• Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording</li> <li>• Tools and resources to support access</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo made aware (referral sheet completed, detailing evidence of intervention, impact and outcomes )</li> <li>• Differentiated planning and outcomes</li> <li>• Pupil aware of learning targets</li> <li>• Reviewed at Pupil Progress meetings with Class teacher and SENCo</li> <li>• Assessment for Learning systems used to identify strengths/gaps</li> </ul>	Class Teacher SENCo
4	<p>Targeted, intensive additional support</p> <p>(SEN register)</p>	<p>In addition to Stages 1 – 3:</p> <ul style="list-style-type: none"> <li>• Multi-professional planning and coordinated support may be in place e.g. E.P. Service, Outreach Services, Health colleagues and CAMHS.</li> <li>• Personalised support, working on an individualised curriculum</li> <li>• High levels of adult support and modelling to enable access to the curriculum</li> <li>• Personalised resources e.g. work station if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised learning plan</li> <li>• Individual Education Plan with at least termly review</li> <li>• Progress meeting with SENCo</li> <li>• SENCo monitoring provision</li> <li>• Intervention identified on whole school provision map.</li> </ul>	Class Teacher SENCo SLT

		<ul style="list-style-type: none"> <li>• Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention</li> <li>• Individual Education Plan reviewed at least termly</li> <li>• Identified on school provision map, reviewed at least termly</li> <li>• Access to an adapted environment if appropriate</li> <li>• Individual modifications to the curriculum</li> </ul>		
	Request for a Statutory Assessment	<ul style="list-style-type: none"> <li>• As above</li> </ul>		
5	<p>Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term.</p> <p>(SEND register – EHCP or application)</p>	<p>In addition to Stages 1 – 4:</p> <ul style="list-style-type: none"> <li>• Education, Health and Care Plan (EHCP) reviewed annually (Annual Review)</li> <li>• Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG problem solving and CAMHS.</li> <li>• Personalised support, working on an individualised curriculum</li> <li>• High levels of adult support and modelling to enable access to the curriculum</li> <li>• Personalised resources e.g. work station if appropriate</li> <li>• Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention</li> <li>• Individual Education Plan reviewed at least termly</li> <li>• Identified on school provision map, reviewed at least termly</li> <li>• Access to an adapted environment if appropriate</li> <li>• Individual modifications to the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Review Meeting</li> <li>• Annual Review Report</li> <li>• Pupil Passport</li> <li>• Individual Education Plan reviewed at least termly</li> <li>• IEP Progress Forms</li> <li>• Termly progress meeting with SENCo</li> <li>• Intervention identified on whole school provision map.</li> </ul>	Class Teacher SENCo

### Identification of Dyslexic Tendencies:

When a member of staff or parent raises concerns which may indicate the student has dyslexic tendencies a Dyslexia Screener will be carried out with the student, to identify the specific areas of difficulty in order for planning to become more personalised to the student's needs. Parent will be informed and receive a copy of the screener report. Depending on the findings, adjustments will be made to support the student in developing specific skills which may include trialling coloured overlays to minimise visual stress, exploring various methods of developing spelling skills, visual or practical support with self-organisation and the use of laptop/computer to aid writing at length. This is not an official diagnosis of dyslexia, if parents wish to have their child assessed this will need to be done privately outside of the school.

## **Procedures and Practice**

### **Parent and student view:**

At all stages the parents will be consulted on any needs or decision of the students, they will be notified and invited in for meetings. Parent's evenings are crucial time for you to come into the school and talk to the class teachers especially when reviewing the support of stage 1 to 3. Students on stage 4 and 5 will receive a personalised support plan that is sent out to all teachers to make them aware of a students need and strategies on how best to support them. We conduct a person centred approach to supporting a student which means that their views will always be a priority and any support that is put in place will also be in consultation with the student.

### **Plan, Do, Review:**

The SEND Code of Practice encourages a 'plan, do, review' approach to support students with SEND. In order that parents and children are able to work in partnership with school, student progress meetings will be called every year for children with SEND. These meetings could be held at parents' evenings and are intended to enable parents to become fully aware of the support their child is receiving and voice their opinions with regards to the future of this support. The SENCO, class teacher, parents and if appropriate lead teaching assistants and child will each share their aspect of involvement.

### **Annual reviews of EHC Plans:**

At Lord's Hill we believe in the person centred approach when conducting annual reviews, all parties involved in the students support plan will be invited to attend the review. Parents will be asked to complete a One and Only form to give their view on the progress of their child, the student will also be asked to complete a My View's form to take their thoughts and feelings into account. During the review the student will be able give and hear about their strengths. The review is built up around the views of the student and their supporting adults. SMART targets will be set and strategies explained in how to achieve them.

### **Statements:**

Children who currently hold a statement will continue to maintain this. The transition arrangements for children to move on to the EHC plan will vary based on Local Authority guideline which can be obtained from the SENCO.

### **Transition for students with SEND:**

SEN support includes planning and preparing for transition. Before a child moves from or into another school, information regarding the student's needs will be shared with the receiving school. Arrangements may be made, for example individual visits, transition books or visits from a member of staff from the receiving school depending of the needs of the student. Similarly transition from one class to another may need to be carefully planned for, in individual cases, and parents will be encouraged to form the plan for this with the individual class teachers.

### **Requesting an Educational, Health and Care needs assessment:**

Although school may have followed all the procedures outlined to identify, assess, meet the needs of and review progress, sufficient progress may not have been made.

An Education, Health and Care (EHC) plan is for children and young people aged up to 25 who need more support than is available through SEN support.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

### **Requesting an EHC assessment:**

Where a student is not making sufficient progress, despite interventions in place a request for an Education Health Care Plan can be made. This means that your child has been on stage 4 of the graduated approach but is still not able to make progress.. The application should be made in conjunction with the SENCo to ensure you are fully support with this process. A body of evidence will need to be submitted in the application detailing why the current level of provision is not able to meet the needs of the child, the SENCo will support in building this evidence.

A request can also be made by anyone else who thinks an assessment may be necessary, including doctors, health visitors, teachers, parents and family friends.

If they decide to carry out an assessment parents/carers may be asked for:

- Reports from the child's school
- Doctors assessment of the child including any advice, guidance or directions suggested
- A letter from parents/carers about their child's needs. The local authority will normally update within 16 weeks whether an EHC plan is going to be made for your child

### **Creating an EHC plan:**

- The local authority will create a draft EHC plan and send parents/carers a copy.
- There are 15 days to comment, including if parents/carers want to ask that their child goes to a specialist needs school or Specialist College.
- The local authority has 20 weeks from the date of the assessment to provide the final EHC plan.

### **Provision for SEND:**

It is our duty to inform parents when the school makes special educational provisions for a child. We work alongside an educational psychologist who will assess students that reach stages 3 to 4 to help us build up the learning profile and identify and specific needs of the student. Referrals are made through the SENCo when it is appropriate for the student. Below are the interventions we have in place to support students with SEND:

<p><b><u>Communication and Interaction</u></b></p> <ul style="list-style-type: none"> <li>• Staff CPD from SENCO</li> <li>• English intervention</li> <li>• Inclusion cooking</li> <li>• Paired reading</li> <li>• Speech and language</li> </ul>	<p><b><u>Cognition and learning</u></b></p> <ul style="list-style-type: none"> <li>• Staff CPD from SENCO</li> <li>• Accelerated reader</li> <li>• Ruth Miskin phonics</li> <li>• Mastery reading for pleasure</li> <li>• Spell zone</li> <li>• English intervention</li> <li>• Maths intervention</li> <li>• DT intervention</li> </ul>
<p><b><u>Social, emotional and mental health</u></b></p> <ul style="list-style-type: none"> <li>• Life skills class</li> <li>• Emotional wellbeing</li> <li>• Staff CPD from Educational psychologist</li> <li>• Staff CPD from SENCO</li> <li>• Exit cards to SEND</li> <li>• Young carers</li> <li>• Emotional 1<sup>st</sup> aid</li> </ul>	<p><b><u>Physical and sensory</u></b></p> <ul style="list-style-type: none"> <li>• Staff CPD from SENCO</li> <li>• Physiotherapy</li> <li>• Exit cards to SEND</li> <li>• Accessible school</li> <li>• Lift access for students.</li> </ul>

Interventions are normally time limited and reviewed on a regular basis to ensure they are impacting on the pupil's progress.

We work closely with an Educational psychologist Lucy Manger who is in school 5 times every half term. She will see parents and students for consultations recommended by the SENCo. If needed she will also complete assessments to identify any needs of students which will then be used to build the students SEN learning profile where they will be shared with all teaching staff. Lucy also runs CPD for staff to ensure all staff are up to date on any strategies to assist with high quality teaching and more specific training for LSA's to support the running of stage 4 interventions.

**Roles and responsibilities:**

Every member of staff has a responsibility to ensure that students with SEND are included and able to access all areas of school life.

**The SENCO is responsible for:**

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs in school.
- Updating the school's SEND register (a system for ensuring all the SEND needs of students in this school are known) and making sure that there are excellent records of the child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Leading on CPD for all staff twice a term based around the 4 areas of need.
- Giving staff briefings for key SEND students fortnightly.

**Ensuring that parent/carers are:**

- Involved in supporting their child's learning.
- Kept informed about the support their child is getting.
- Involved in reviewing how they are doing.

**The class teacher is responsible for:**

- Identifying in their planning, the provision they are making for those children with SEND and how they are using staff in and out of class to support the learning needs.
- Providing high quality teaching through the use of the inclusive check list.
- Checking on the progress of students and identifying planning and delivering any additional help the student may need (this could be things like targeted work, additional support) and informing the SENCO.
- Support the writing of SMART targets and sharing and reviewing these with parents
- Ensuring that all staff working with students in school are able to deliver the planned work/programme for them, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the students

**The Principal is responsible for:**

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Principal will give responsibility to the SENCO and the class teachers but is still responsible for ensuring that a child's needs are met.
- The Principal must make sure that the Academy Council is kept up to date about any issues in school relating to SEND.

**The Regional Director is responsible for:**

- Making sure that the necessary support is made for any child who attends the school who has SEND.

**Learning Assistants are responsible for:**

- The day to day provision for the student is in place and may plan for and lead some of this.
- Learning Assistants may also communicate on a regular basis with parents and take place in - Student progress meetings.

**The Senior Leader with responsibility for SEND provision is responsible for:**

- Ensuring that teaching staff in their phases are providing addressing the student's SMART targets.
- Ensure that the needs of their students are communicated with parents and staff and that the SENCO is involved if required.

**Monitoring and review:**

The VP with responsibility for SEND is primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with the SENCO. The VP will report on this to the Academy Council annually. The work of the SENCO will also be subject to review by the VP as part of our performance management arrangements.

**Behaviour policy**

Our academy behaviour policy can be found [here](#), reasonable adjustments will be made to ensure pupils with SEND are fully supported.

**Contact**

If your child has specific needs that you would like to discuss in further detail, please feel free to contact our SEND Lead Professional, who is our Special Educational Needs co-ordinator, here at the academy:

**Naomi Arthur**

Telephone: 023 8039 3660

Email: [naomi.arthur@oasislordshill.org](mailto:naomi.arthur@oasislordshill.org)

For any complaints regarding SEND provision or support in the Academy please contact Naomi Arthur, SEND Lead Professional on email in the first instance. For formal complaints, please follow the Academy complaints procedure which can be found [here](#).

**Approval and review dates:**

Reviewed: September 2020

Review Date: September 2021