

What does the curriculum look like for children with special educational needs and disabilities?

At Oasis Academy Lord's Hill, all students with a special educational need and/or disability will have access to a broad and balanced curriculum. We are primarily a mainstream school and we are proud that our SEND children mostly attend all lessons. As a school that has an experienced SEND team and highly trained teaching staff, we will always work to support the individual needs of each child to ensure that all children are supported effectively so that they can academically succeed and become confident and successful learners in line with their peers.

As a school we ensure that our Senior Leaders, Curriculum Leads, Heads of Year and classroom teachers are all teachers of students with SEND. Quality first teaching is central to our success in supporting students with SEND. Teachers receive regular Continued Professional Development from not only the SENCo, but also key members of the SEND team and external county wide SEND specialists. This training enables us to be always forward thinking in terms of ensuring we can provide the best provision for our students with SEND. All teachers are provided with direct teaching strategies for each child with an identified SEND need through a centralised database of ClassCharts. This platform enables all staff to have access to all students' information and their specific needs and this informs their ability to adapt all lessons to ensure barriers to learning are removed and rapid and sustained progress is made.

How are parents involved in the academy and how can I be involved?

We feel that our growing success as a mainstream school in supporting students with SEND is as a consequence of the successful and meaningful relationships, we are working hard to forge with our parents from transition through to their Post 16 choices. Our teachers and support staff are an experienced and highly trained team and their skills and expertise provide parents with the comfort that their child will be able to flourish in supportive learning environment surrounded by SEND trained staff. We consider that all our staff are teachers of students with Special Educational Needs.

If your child has an Educational Health Care Plan (EHCP), you will be invited to attend a yearly annual review with the SENCo. The SENCo will chair the meeting and work with the team that have closely supported your child to complete the annual paperwork. At the time of the review your child's key worker and all relevant external professionals involved with your child's learning will be invited to attend this meeting.

We value and celebrate the need for each student to be able to express their views on all aspects of school life and therefore at Lord's Hill we endeavour to ensure an excellent personal development provision that creates a sense of inclusivity for all students and ensures that we provide all

students with an understanding of the diversity of society. Through the Life Curriculum we are committed to:

- delivering a curriculum which extends beyond the academic, providing for all pupils' broader development.
- ensuring that the curriculum and wider work of our school supports all pupils to be confident, resilient, and independent.
- providing high-quality pastoral support.
- preparing all pupils for life in modern Britain, and teaching how to be responsible, active citizens that contribute positively to society.
- effectively promoting equality and diversity within our school.
- preparing all our pupils for future success in education, employment or training.

What is meant by Special Educational Needs (SEN)?

A child or young person has special educational needs if they have a learning difficulty or disability which requires special educational provision to be made. This could be to do with behaviour or ability to play with other children, academic progress, ability to understand, ability to concentrate or perhaps their physical ability is affected in a way that makes it difficult for them to learn.

The SEND pathway we follow at Oasis Academy Lord's Hill can be seen in the 3 Tier system below:

SEND - Programme		
<p>Students on the SEND register with an EHCP or identified as a K have a programme of support through a 3-tier approach to ensure they can access the curriculum and progress in line with their peers.</p> <p>This can be Academic, Physical and/or Emotional support</p>		
<p>Tier 1 is the expectation of 'Quality First' teaching, where good quality teaching and suiting work to individual children means that every pupil is included. The needs of all children are considered, with high expectations for them.</p> <p><u>TIER 1 (all students including EHCPs and K's)</u></p> <p>Quality First Teaching for all</p> <p>Teachers plan lessons carefully so that all students are able to participate Students can access the key learning at their own level; take some new learning away with them.</p> <p>In successful lessons, students are made aware of: what is to be learned; how this fits in with what they already know; what the next steps in their learning will be; where the learning is going over time. During lessons, inclusive teachers: secure access to the key points of the learning for all; scaffold the involvement of students and model good practice. Use of the task plans.</p>	<p>Use of the Tier 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind their peers in class. Tier 2 interventions are often targeted at a group of pupils with similar needs.</p> <p><u>TIER 2</u></p> <p>As per TIER 1 plus</p> <p>Subject based interventions (max 20 weeks)</p> <p><u>Trigger for Assess, Plan, Do, Review*(please see overleaf)</u></p> <p>Completion/Review of IEP</p> <p>Review of IEP/EHCP targets</p> <p>Literacy/Numeracy</p> <p>Overlays</p> <p>Laptops</p> <p>Morning checks</p> <p>Catch up support</p> <p>Exam dispensation</p> <p>Bespoke timetable</p> <p>Speech and Language</p>	<p>Tier 3 is targeted provision for a small percentage of children who require a high level of additional external support/specialised provision support in order to address their needs.</p> <p><u>TIER 3</u></p> <p>As per TIER 1 and 2 plus</p> <p>EHCP evidence required to justify application for an EHCP (K3)</p> <p>EHCP students not accessing learning despite plan (review of targets)</p> <p>LSA support</p> <p>Outside agencies intervention</p> <p>Specialist Advisory Services</p> <p>Educational Psychology</p> <p>SALT support</p> <p>TOD support</p>
<p>Key Staff and Parents will be informed and invited to be involved at each stage of the process</p>		

Below is a link to the Local Offer and the services that Hampshire provides to support Special Educational Needs and/or disabilities.

<https://www.southampton.gov.uk/schools-learning/send-local-offer/>

What is SEN Support?

SEN Support is the system by which schools should assess the needs of children, and then provide appropriate support.

The system should follow four stages, often referred to as a 'cycle': Assess, Plan, Do, Review. For further information about this cycle, often referred to as the 'graduated approach', see Chapter 6 of the SEND Code of Practice 2015.

This cycle should not be considered a single process. There may be more than one cycle at a time, each addressing different areas e.g. literacy, social skills, attention and/or behaviour. After the Review, a second or third cycle might start, each aiming to improve the support for the child.

Tier 2: SEN process of Assessment

Assess: The class teacher, tutor, working with the Head of Year, Directors of learning, Heads of Department and SENCo, assess the child's needs through a baseline assessment by which progress will be measured (LUCID/CATS SATs). Lord's Hill takes seriously any concerns raised by parents. The assessment should be reviewed regularly, with specific dates set for the next review.

1. Plan

A plan of additional support is drawn up for a pupil and logged on Provision mapping and parents MUST be informed.

The school and parents should agree what progress they hope will be made (outcomes), and by what date (deadlines). The areas of difficulty and suggested areas of support will be added/ written and shared with teaching staff.

2. Do

The pupil is given extra support, undertaken under the supervision of the class teacher.

3. Review

Reviewed at Oasis Academy Lord's Hill and in line with the Data captures as outlined in the assessment calendar.

Diagnosing a medical need

It is important to note that Oasis Academy Lord's Hill cannot provide a medical diagnosis for a child in our care. If you need support with this, please see your general practitioner (GP).

Once a special education need and/or disability is identified (whether an historical or emerging need) your child will be placed on our SEND register. This register informs staff of your child's strengths, areas for development and their SEN needs and the provisions that have been put in place to support them in school to meet their needs. If your child has an EHCP the targets from the plan will be shared with teachers and in some cases a Personal Support Plan may be completed as a method to secure positive outcomes.

Communication and Interaction

Children and young people with Speech, Language and Communication Needs (SLCN) have 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. The profile for every child with a SLCN is different and their needs may change over time. They may have difficulties with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

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, through to profound and multiple learning difficulties (PMLD); where 98% of children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

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 Mental Health (SEMH)

Children and young people 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, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

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. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairments (VI), hearing impairments (HI) or a multi-sensory impairments (MSI) will require specialist support and/or equipment to access their learning, or support.

Some children and young people with physical disabilities (PD) require additional, ongoing support and equipment to access all opportunities available to their peers.

How will my child's data be shared at Oasis?

The Special Educational Needs and Disabilities (SEND) register is a centralised register that informs teaching staff of a child's difficulties and provides teaching staff with appropriate support strategies. At Oasis Academy Lord's Hill, we use Provision Mapping, a subsidiary of ClassCharts, to ensure that all teachers and support staff are fully informed on students' needs. Your child will qualify to be on the SEND register if socially or academically your child is not reaching age related expectations. The information about your child will be available to all staff on Provision Mapping and will be used to ensure teaching staff, LSAs and support staff can plan and prepare effective lessons to ensure your child is provided with a high-quality programme of study.

What is the role of the SENCo at Oasis?

The key responsibilities of the SENCo are as follows:

- Overseeing the day-to-day operation of the school SEND policy
- Co-ordinating provision for children with special educational needs and/or disabilities
- Liaising with the relevant Designated Teacher where a looked after child has a special educational need and or a disability
- Providing tiered support for children with special educational needs and/or disabilities
- Liaising with parents of pupils with a special educational need and or disability
- Liaising with professionals to support the child with special educational needs and/or disabilities
- Support transition between key stages for a child with special educational needs and/or disabilities
- Working with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equalities Act (2010)
- Ensuring that records for students with special educational needs and/or disabilities are kept up-to-date



There is also a clear Tier system at Oasis Academy Lord's Hill for supporting students with their emotional well-being and mental health can be seen in the 3 Tier system below:

'6 Strands Programme' SEND and Social, Emotional, Mental Health Support		
All support begins with Pastoral check in (either by Tutor, Heads of Year or Pastoral Leads) This can be requested by: Staff, parent, outside agency, or the student themselves.		
Tier 1 Staff mentoring ELSA Support SEND safe-haven SEND Pass Restorative Practice Signposting/resources Pupil Passports Lego Therapy	Tier 2 In school- Counselling Mental Health Support Team The Farm No Limits MHST Young Carers Saints Foundation 6 steps	Tier 3 Educational Psychology CAMHS Referrals to Outside Agency Individual Pathways Alternative Provisions Southampton City Council SEND Virtual School Academy 21

We have 4 members of staff who are Safeguarding trained - Mr Ross, Designated Safeguarding Lead and Mrs Smee, Mrs Lowe, Mr Knight and Mrs Lord who are Deputy Designated Safeguarding Leads, should your child need a designated teacher to support them. In addition, all staff are annually KPSIE (Keeping Children Safe in Education) trained.

SEND Department

We are very fortunate at Oasis Academy Lord's Hill to have two SENDCos; Mrs Lowe, the Vice Principal who is the strategic lead for SEND and Miss Brunt, Assistant Principal for SEND. In addition, we have Mrs Morgan who is the Head of SEND.

At Oasis Academy Lord's Hill, we currently have a number of Learning Support Assistants with a broad range of training in various areas including: Speech and Language, Autism, Speech Language and Communication, ELSA and Mental health. We also have HLTAs that provide specialist support in English and Maths. In addition, we have a Service level Agreement with Southampton City Council and their Educational Psychologist team to be able source assessments and evaluations of specific students' needs and we use a private Speech and Language assessor (Daniel Gibbons, Clinical Director & Specialist Speech and Language Therapist) to assess students who may need a speech and language formal review. Subject teachers receive regular SEND training to ensure that lessons are adapted to meet the needs of all learners. We also have 2 onsite counsellors and an external counsellor who supports with students who may have experienced bereavement.

Exam Dispensation

Mrs Morgan is our exam dispensation lead, and she works closely with Mrs Lowe to identify and apply for access arrangements and as to whether a student may need academic support through Access Arrangements, Reasonable Adjustments and Special Consideration. Under the Equality Act of 2010, the Joint Council for Qualification (JCQ) requires an Awarding Body to make reasonable adjustments where a disabled person or student with a specific learning need would be at a substantial disadvantage in undertaking an assessment. Such reasonable adjustments under the approval of the examination board enable the students to have extra time in exams, a scribe should their writing hinder their clarity of expression, have a reader and/or computer reader to help them if they are slow readers.

How will my child be included in activities outside of the classroom, including school trips?

All children are included in all parts of the school curriculum, and we encourage all students to be included on school trips and extra-curricular clubs. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out before all school trips to ensure the health and safety of everyone will not be compromised.

How accessible is the academy environment?

There is disabled access to the school building as well as a lift to ensure that students can access all floors in the academy. There are currently no alternative arrangements for disabled access to the first floor. Should you like a copy of the Accessibility Plan, then please contact the school and we will be more than happy to send out a copy for your perusal.

How will the academy prepare and support my child in joining the academy or the next stage of education and life?

At Oasis Academy Lord's Hill, we strive to ensure transition for your child from junior school is smooth. For a student who has a special educational need or and disability the SEND team will liaise with the SENCo at the primary schools to ensure we are well informed of your child's needs and provision. If your child has an EHCP, the SENCo or a member of the SEND team will attend Year 6 transition meetings before your child begins at Oasis Academy Lord's Hill.

For children joining Oasis Academy Lord's Hill in Year 7 we offer a transition day as part of our integration support into Oasis. We feel it is important for all students to feel a sense of belonging early in their visit to the school. We also hold a parent open evening where parents are invited to come and familiarise themselves with the school and speak to SEND staff. For children with SEND we encourage more visits to assist with the acclimatisation of the new surroundings. We also provide ongoing support at key stages of education including input from our careers team. This is arranged through our Assistant Principal for Personal Development; Mrs Jennie Cole from Year 9 onwards.

Finally, in Year 11 the SENCo will co-ordinate transition meetings to further education to ensure your child is given the most effective support even when they leave Oasis Academy Lord's Hill. For college transition a named member of staff may accompany and support students on their taster days and to interview to support a smooth transition and ensure new staff are fully aware of their needs.

How are SEND complaints handled?

SEND complaints are handled in the same way as general complaints. Please see our Complaints Policy [here](#).