

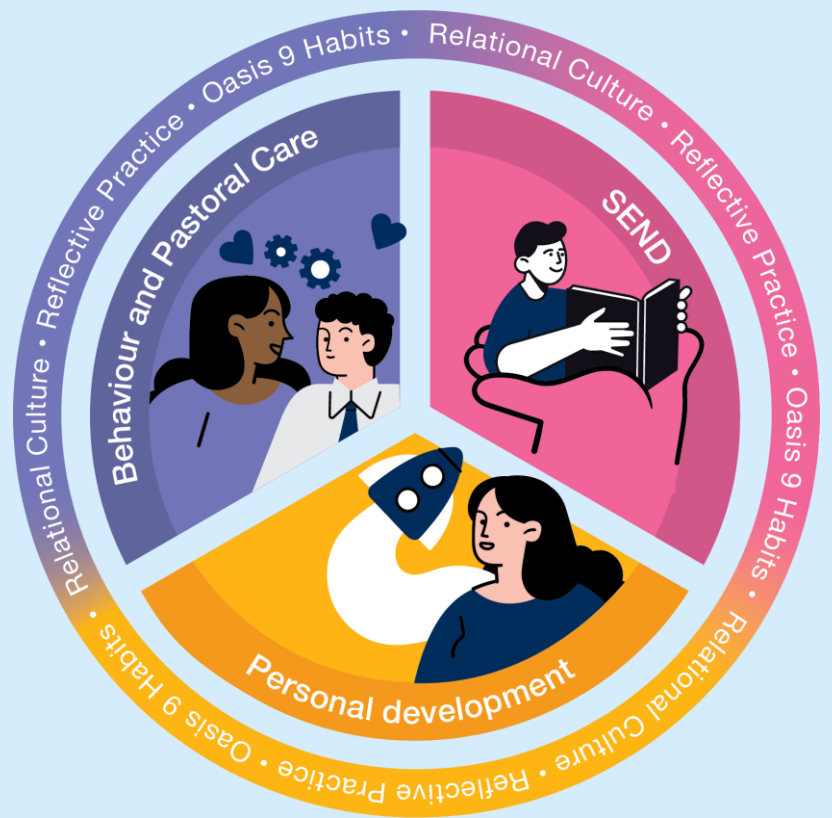


SEND

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!

At Oasis Academy Oldham, our vision is for community – a place where everyone is included, contributing, and reaching their potential through implementation of inclusive high quality first teaching for all. Our ethos is a statement of who we are, and it is an expression of our character. We describe our ethos through a particular set of values that inform and provide the lens on everything we do:

- A passion to include
- A desire to treat people equally respecting differences
- A commitment to healthy, open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul



We're **rewriting** the story



Our vision for SEND

Meet our SEND team

Name	Role	Contact details
Zara Obeng	Assistant Principal Strategic SENCO	Zara.Obeng@oasisoldham.org
Vicky Locke	Operational SENCO	Victoria.Locke@oasisoldham.org
Emma Liddle-Moore	Deputy SENCO	Emma.Liddle-Moore@oasisoldham.org
Danielle Hurst-Murray	HLTA	Danielle.Hurst-Murray@oasisoldham.org
Rebecca Foden	HLTA	Rebecca.Foden@oasisoldham.org
Katie Booth	HLTA	Katie.Booth@oasisoldham.org
Jonathan Schofield	Director of PPP	Jonathan.Schofield@oasisoldham.org
Julie Scholes	SEND admin	Julie.Scholes@oasisoldham.org





Our vision for SEND

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

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they:

- have difficulty saying what they want to
- don't understand what is being said to them
- don't understand or use social rules of communication

Children and young people with autism spectrum disorder (ASD), including Asperger's Syndrome and Autism, are likely to have 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 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.





Our vision for SEND

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

Social Emotional and Mental Health Difficulties

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, 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. These difficulties can be age related and may fluctuate over time. 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, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.





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

At Oasis Academy Oldham, we recognise that – nationally – children with SEND have lower outcomes and are more likely to be excluded than their peers. In order to secure true inclusion at the heart of the community, our academy takes a different approach:

- We are child-centred, taking the time to know every child as an individual, rather than focusing on behaviours and diagnostics, and giving them a central voice in decisions about their support.
- We are strengths-based, celebrating difference as an asset and seeking to identify and amplify the existing strengths, assets and capabilities of children with SEND as a springboard to promote increased connection, belonging, and progress.
- We take a holistic, whole-child approach, targeting personal, social and emotional growth alongside academic progress.
- We work in partnership, working with families and wider community members to create a Team around the Child to facilitate genuine co-production about each child's provision.





Our vision for SEND

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

The Oasis Entitlement



Our approach to SEND is **child-centred**. Rather than focusing on behaviours and diagnostics, we take time to know every child as an individual, centring pupil and parent voice to develop a holistic picture of their strengths and areas of need to provide tailored support they need to flourish.



Our approach to SEND is **strengths-based**. Rather than seeing children with SEND through a deficit lens as problems to be 'fixed', we celebrate difference as an asset, seeking to identify and amplify the existing strengths and assets of children with SEND as a springboard to promote increased connection, belonging, and progress.



Our approach to SEND seeks to **adapt our systems to fit the child**. Rather than presenting rigid systems that demand all children conform to fixed rules and expectations or be excluded, we seek to design systems that are flexible, creative and solution-focused, to meet every child where they're at and provide the support alongside the high expectations that will lead every child to thrive, regardless of additional needs.





Knowing every child

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

At Oasis Academy Oldham we use the following solutions-focused approaches to amplify the voices of families and ensure co-production:

Regular Formal Meetings	At least termly Person-Centred Reviews/Team Around the Child meetings are held (Annual reviews where appropriate) in which during this time families' voices are prioritised to co-design the provision for their children.
Inclusion Panel	Weekly meetings held with key inclusion staff including attendance, safeguarding, behaviour, SEND, PPP, and year teams
Parental Survey	Quick and anonymous way for parents to give feedback that enables a snapshot of views. Theses can often inform other events.





Knowing every child

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

We do this by ensuring that genuine co-production is built into our systems and practices, with pupils, families and staff.

Aspect	Families
Co-design of provision	Communication between parents and keyworkers.
Co-decision making about provision	Communication between parents and keyworkers, Pastoral Leaders, teachers, HOD, HOY or SENDCO.
Co-delivery of provision	Parents support with homework. Parents have access to curriculum maps. Parents attend forums to support learning
Co-evaluation of provision	Annual Reviews for students with EHCPs ILPs sent home termly. PCRS – 3x a year.



A magnifying glass icon with a black handle and frame, focusing on a small illustration of a young boy with dark hair, wearing a white shirt and a yellow tie.

Knowing every child

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

We recognise the importance of knowing every child as an individual in order to appropriately celebrate and amplify their strengths and respond to their specific areas of need to secure progress for every pupil with SEND. For this reason, we take a child-centred approach to Special Educational Needs and Disabilities, in line with recommended guidance in the SEN Code of Practice (2015).





Knowing every child

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

Aspect	Pupils
Co-design of provision	Pupil Voice – Conversations with keyworkers to review pupil passports.
Co-decision making about provision	Pupil voice – conversations with keyworkers to review pupil passports
Co-delivery of provision	Pupils are supported through visual timetables and bespoke timetables for some students.
Co-evaluation of provision	Reviews of pupil passports. Termly reviews of ILPs for pupils with EHCPs. PCRs completed.





Knowing every child

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

Transition into our school

Open Evening

Welcome Letter

Transition section on website

Transition Evening

Additional Transition for SEND/Vulnerable/EAL

Transition between classes and key stages

Options Evening

Inclusion Panel

Share data

Share access arrangements





Knowing every child

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

Transition to a new school or phase of education

Additional Visits

Meet new staff

Extended transition

Transfer of all information

Preparing for adulthood

PSHE

Vocational qualifications

Vocational alternative provision

Functional Skills exams





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

As an Oasis academy, we deliver the Oasis curriculum to all children. All staff have the responsibility to ensure that this curriculum is delivered with appropriate adaptations to meet the needs of pupils with SEND.

Our universal curriculum offer supports the vision and ethos of OCL: it is a broad, balanced and equitable offer, built around the core disciplines of English, mathematics, science, humanities, languages and religious education and reading. Alongside this we offer creative and active subjects including art, music, performing arts, food technology, computer science and physical education.

This is complemented by our personal development curriculum, which provides our students with rigorous and ambitious understanding of PSHE, careers, RSE, citizenship, knowledge of the world and current events.





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

As well as the curriculum, we consider how inclusively our environment has been designed to remove barriers to learning for pupils with SEND. We make a range of considerations when it comes to the environment. Example below:

Aspect	Considerations
Sound	Pupils are allowed to wear inner ear defenders to support them if required. Staff are to consider the volume of audio used in the classroom to support students in their classes
Sensory supports	All faculties have an Inclusion box to support pupils in lessons e.g. fidget toys, wobble cushions etc.

Please see [Accessibility Plan](#) on the school website for more details.











Inclusive high quality teaching

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

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching

In line with the SEND Code of Practice (2015), our academy recognises that teachers are responsible and accountable for the progress of children with SEND.

We support our teachers to deliver Inclusive High-Quality Teaching in our academy by providing specific guidance on the strategies that best serve our learners to make progress:

<u>Essential adaptations for pupils with SEND</u>	<u>Success Criteria</u>
 Seating Plan	<ul style="list-style-type: none"> Up to date Used for every lesson Used to plan patrol Used to support scripting /questioning
 Do Now	<ul style="list-style-type: none"> Pitched correctly to the group Adapted according to prior learning/gaps Invisible or Visible adaptations according to group ability
 Dual coding	<ul style="list-style-type: none"> Used to reinforce key vocabulary Used to reinforce challenging concepts/build schema Used to aid re-call and retrieval practice
 Checking for Understanding	<ul style="list-style-type: none"> No. of questions appropriate Use of Dual coding Different options to engage
 Scaffolding	<ul style="list-style-type: none"> Smaller steps – chunked instruction Manage the pace Dual coding/sentence stems/vocab bank
 Multisensory teaching	<ul style="list-style-type: none"> SEND appropriate resources readily available Opportunities to explore multi-sensory teaching Use of iPads as a tool for learning





Inclusive high quality teaching

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

- Progress Reports
- Parent's Evenings
- Person Centred Reviews
- Annual Reviews (EHCPs)
- Positive postcards/phone calls
- Meetings
- Emails





Inclusive high quality teaching

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

Aspect	What we do
Regularity	All interventions are recorded on Provision Map and reviewed every 6 weeks. This ensures we recognise how much progress each pupil is making so that adjustments to interventions can be made in a timely manner as required.
Data	We use our assessment tools at the baseline and review point of interventions to ensure our judgements about progress are accurate.
Analysis	We analyse progress on an individual basis as well as by intervention group, year group, SEND stage, and area of need to ensure that our intervention offer remains impactful and secures progress for all pupils with SEND.
Reporting	The SENDCo reports to ALT on a half-termly basis to share SEND progress analysis so that all members of the leadership team are clear on the picture of SEND progress in the academy.





Inclusive high quality teaching

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

Progress towards EHC outcomes

Aspect	Why we do it	How we do it	When we do it
Data analysis	To track the progress of SEND pupils.	After data drops Pupil Progress meetings	Following data drops
Learning walks	To ensure teachers are using aspects of Pupil Passport and have inclusive classrooms.	Learning walks completed by SLT, QA/ coaching and NLPs	Regularly
Book looks	To ensure SEND pupils are able to engage in the lesson and produce positive outcomes	Book Look carried out by Middle Leaders/ALT. Feedback given – JPPA is used to improve areas of development.	Termly
Pupil voice	To gain student perspective on particular strengths and areas for development.	Questionnaires Microsoft Forms Focus groups PCR meetings	Half termly





Inclusive high quality teaching

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

SENDCo

NASENCO/NPQSL - SEND

Support from OCL National Lead Practitioners for SEND

CPD delivered by the Trust

CPD from LA

CPD from outside agencies

Teaching staff

CPD from SENCO

CPD from Trust

CPD from outside agencies

Support staff

CPD from SENCO

CPD from Trust

CPD from outside agencies

Targeted Intervention training





Inclusive high quality teaching

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

Service	Who for?
Educational psychologist	For children with complex SEMH needs at Wave 3 of the graduated response, and for others as agreed at Inclusion Panel
Speech Leap	For children with SLCN at Wave 3 of the graduated response, and for others as agreed at Inclusion Panel
Visual Impairment Service	For pupils with visual impairments at Wave 3 of the graduated response
Hearing Impairment Service	For pupils with hearing impairments at Wave 3 of the graduated response
Physiotherapy service	For pupils with physical disabilities at Wave 3 of the graduated response
Autism in school's project (QEST/EP)	The Autism in Schools (AiS) project is a government-funded initiative that aims to improve support for autistic children and young people in mainstream secondary schools.





Interventions matched to need

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

Communication and Interaction support

- Language Link (SLCN)
- Language Link (Red, amber, blue)
- Speech, Language and Communication Therapist (SALT)
- SALT1:1

Cognition and Learning support

- Reading Plus
- Boost Reading
- YARC
- IDL
- BKS B
- Dyslexia Intervention





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

- Zones of Regulation
- ELSA
- Art Therapy
- Place 2 Be
- Oasis Room
- PPP
- Alternative Provision

Sensory and/or Physical support

- Sensory Circuits
- Occupational Therapist





Interventions matched to need

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

- Lesson Drop ins
- Parental Meetings
- EOO clubs
- Inclusion Panel
- Phonics
- BOATS assessment
- TA Support

- Nurture classes
- Exam Support
- Forest School
- Education Psychologist
- Clinical Psychologist
- LA/DCP officer
- LSU





Interventions matched to need

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

We want our students to develop into rounded young adults who understand their character and play active roles in their communities. The PSHE curriculum has been thoughtfully created to incorporate our Oasis Ethos, Oasis 9 Habits and Character Curriculum to ensure students flourish in a safe school environment. students. The combination enables students to develop socially, emotionally, culturally, physically, spiritually and eventually having fulfilling lives and careers.

Students will know more about themselves and others; becoming socially literate and emotionally aware and understanding how they are developing, who they are becoming and how to fulfil their potential. With this clear sense of identity, students will understand their place in society and how to achieve their future life ambitions.

Engaging all students to express feelings and thoughts around themselves, who they are becoming and why this is important for their wellbeing and development in modern Britain. Students will have many opportunities to learn and discuss knowledge and skills that will support them to have fulfilled lives.





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

Pastoral support

Targeted Interventions

Place 2 Be

The Bridge provision

CAMHS referrals

How we support families

Meetings with:

Pastoral Leader/Head of Year /Assistant
Principal/Deputy
Principal/Designated
Safeguarding Lead

The Hub

Early Help referral

CAMHS 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

The Oldham Local Offer provides information on what is available in Oldham for children and young people and their families with special educational needs and/or a disability (SEND).

The Local Offer has been produced by children, young people, parents, carers, and practitioners working together. Families have been engaged throughout the development of the Local Offer and feedback forms are a fundamental part of its ongoing development.

[Children and young people with SEND \(Local Offer\) | Oldham Council](#)

POINT aspire to an inclusive community and society without compromise, where all children and young people with additional needs and/or disabilities are treated equally and fairly.

0161 503 1547
admin@point-send.co.uk





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

Looked-after children and previously looked-after children are significantly more likely to have SEN than their peers. Of those with SEN a significant proportion will have Education, Health and Care Plans (EHC plans). In these circumstances we ensure that:

- The SEND code of practice 0 to 25 years, as it relates to looked-after children, is followed
- For looked-after children, that their EHC plan works in harmony with their care plan and PEP to tell a coherent and comprehensive story of how the child's needs are being met. Equally, the child's care plan will be fed into the care assessment section of the EHC plan
- Any special educational support provided by OAD for looked-after children with SEN but who do not need an EHC plan, is looked at as part of the child's PEP and care plan reviews, involving the SENCO where necessary.





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

Contact Year Teams by Email:

Year 7: Year7team@oasisoldham.org

Year 8: Year8team@oasisoldham.org

Year 9: Year9team@oasisoldham.org

Year 10: Year10team@oasisoldham.org

Year 11: Year11team@oasisoldham.org

ATTENDANCE: If your child is unable to attend the academy for any reason, please contact the absence line as soon as possible.

T: 0161 344 8451

Our complaints procedures

If you have any feedback or have a complaint about any aspect of the academy, please contact the Principals PA or the Academy office where we will talk through the relevant procedures. If the matter is urgent a senior member of staff will endeavour to see you as soon as possible. However, specific staff will not be able to see parents without an appointment. Please email, write or telephone: an appointment can usually be arranged at short notice.

Academy Office: Telephone: 0161 624 9630 or email: info@oasisoldham.org Principal's PA: Telephone: 0161 624 9630 or email: rachel.smith@oasisoldham.org





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