



## SEND Information Report

### SEND Policy

This policy sets out procedures for Special Educational Needs and Disabilities (SEND) in the Education and Learning settings.

#### Schools/Post 16:

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- Achieve their best.
- Become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training

(Code of practice 6.1)

### School Offer Statement

The positive development of our young people is our overwhelming priority as they grow through into adulthood and we believe that strength of character is the most valuable 'qualification' that we can help them to achieve. We are also committed to giving all our students every opportunity to achieve the highest of standards, regardless of their specific needs. We want to ensure that despite our students requiring a different diet from some of their peers that they still have the same choices and chances to succeed.

### Local Offer

Oldham's Local Offer is an online resource that details services, support and guidance available to children and young people with special educational needs and disabilities (SEND) aged 0-25 and their families. You can find this information at the following website:

[https://www.oldham.gov.uk/info/200368/children\\_and\\_young\\_people\\_with\\_special\\_educational\\_needs\\_and\\_disabilities](https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities)



At Oasis Academy Leesbrook we work together to support and challenge our young people to ensure that they are able to make progress and become “outstanding” young people who have the personal qualities, knowledge and skills that will be demanded of them in a rapidly changing world. Therefore, we hold strongly to our Vision and Values in all our work.

## **Vision and Values**

At Oasis Academy Leesbrook we are proud to serve a truly diverse community. We are committed to working in collaboration with our wider community by demonstrating kindness, compassion and a relentless positivity building a strong ethos of inclusion.

As well as excellent behaviour and high academic standards, we are committed to our school community being about more. Our Just Cause is what we do to make our school the best it can possibly be.

We are focused on “Creating a community of choices and chances”.

## **9 Habits**

At Oasis Academy Leesbrook, as part of Oasis Community Learning, we are committed to developing the character and competence of every student in line with our Oasis 9 Habits. Oasis believe that continually developing our character to become the best version of ourselves is important for every student and staff member alike. Therefore, we actively promote and practice the Oasis 9 Habits throughout Pastoral Curriculum, assemblies, and whole school PSHE programme.





## **Professionals who support students with SEND at Oasis Academy Leesbrook**

There are experienced professionals working to support students at Oasis Academy Leesbrook. We always recommend that you speak to your child's subject teacher first. If needed, they will signpost you to the SEND team. Should you wish to contact any professional about the support available to your child please telephone 0161 2904000 or email [Rebecca.ONeill@oasisleesbrook.org](mailto:Rebecca.ONeill@oasisleesbrook.org).

## **Who are the best people to talk to at Oasis Academy Leesbrook about my child's difficulties with learning / SEND?**

### **Assistant Principal: Inclusion & Strategic SENDCo**

Rebecca O'Neill

### **Operational SENDCo**

Simara Firdos

### **SEND Assistant**

Nicola Martland

## **How does the Academy know if a student needs extra help?**

All teachers at OAL are responsible for identifying students with possible special educational needs. We are all teachers of SEND.

### **We know when students need help if:**

- concerns are raised by parents, teachers, teaching assistants or the student's previous school
- there is less than expected progress
- attainment is below national expectation
- the attainment gap is widening between a student and their peers
- there is a change in the student's behaviour
- a student's attendance is poor
- a student asks for help

Regular Inclusion panels are held between the SEND team, Pastoral team, Safeguarding and first aid team. During these meetings, students that are discussed are making less than expected progress, as well as those presenting with attendance, behaviour or other social difficulties. Interventions are put into place and reviewed on a regular basis.

## **What should a parent do if they think their child may have special educational needs?**

- Parents should contact their child's Family Leader in the first instance.
- If appropriate, the Tutor will raise their concerns with the SEND Team or alternatively parents can contact the SEND team directly.

## **How does the Academy support SEND students?**

- Parents are informed if their child is receiving additional support at parent teacher consultation meetings or via letter or telephone call.
  - Termly Pupil-Centered Review meetings and meetings to discuss concerns are also held with parents and carers to support in the design of their child's provision. Pupils are involved in the meetings, so that their voice is prioritised.
- If a student has an Education, Health, and Care Plan, parents will receive full details of their child's specific support and interventions regularly throughout the year. These plans are reviewed annually.
- High quality teaching, adapted for individual students, is the first step in responding to pupils who have or may have SEN.
- However, in spite of high quality, adapted teaching, it may become clear that some students need increased levels of provision and support.



- Support from Oldham Council via the Oldham local offer - <https://www.oldham.gov.uk/info/201095/education>

We are able to offer the following:

Types of support available	What would this mean for your child?	Who can get this kind of
Subject teacher input via effective classroom teaching, known as Inclusive Quality First Teaching.	<ul style="list-style-type: none"> <li>• The teacher will have the highest possible expectations for all students in their class.</li> <li>• All teaching will actively build on what the student already knows, can do and can understand</li> <li>• Putting in place different ways of teaching so that all students are fully involved in learning in class. This may involve things like using more practical learning or providing resources adapted for each student.</li> <li>• Putting in place specific strategies (which may be suggested by the SENCo or staff from outside agencies) to enable all students to access the learning task.</li> </ul>	All students
Specific small group work / interventions.	<ul style="list-style-type: none"> <li>• The subject teacher and SENCo monitor the progress of students. Where gaps in understanding or learning are identified, additional support is assigned where necessary to help the student make better progress.</li> <li>• Targeted interventions can reduce the barriers to learning and support the student to make faster progress.</li> <li>• Support is offered in the classroom, in small withdrawal groups or on a one-to-one basis.</li> </ul>	Students who have specific gaps in their learning. Students in need of social and emotional support and communication and interaction.
Advice from external agencies	<ul style="list-style-type: none"> <li>• If a student has been identified as needing more specialist input instead of, or in addition to, good and outstanding classroom teaching and intervention groups, referrals will be made to external agencies to advise and support the school in enabling the student to make progress.</li> <li>• If it is agreed that the support of an external agency is a way forward, parents will be asked to give their permission for the school to make the referral.</li> <li>• The specialist professional will work with staff and your child in order to understand their needs and to make recommendations, which may include:             <ul style="list-style-type: none"> <li>- Making changes to the way the student is supported in class e.g. changing some aspects of teaching to support them better</li> <li>- Support to set specific targets to meet their needs best</li> <li>- Involvement in a group run by school staff using resources recommended by the outside professional, e.g. Speech and Language Therapy.</li> </ul> </li> </ul>	Students with specific barriers to learning for which school requires the advice of an external professional.

<p>Individual support for students entitled to additional adult support in school as outlined in their Education and Health Care Plan (EHCP)</p>	<ul style="list-style-type: none"> <li>• The school or parents and carers can request that the Local Authority carry out a statutory assessment of a student's needs.</li> <li>• Upon making the request, the Local Authority EHC Panel will decide whether they think the student's needs are complex enough, on the evidence provided, to require a statutory assessment. If this is the case, they will ask parents and all professionals involved with the student to write a report outlining their needs. If they do not think the student's needs warrant statutory assessment, they will ask the school to continue with the support at 'SEN Support' level.</li> <li>• The Local Authority will then decide if the student's needs are severe, complex and lifelong and that they need additional adult support in school to make good progress. If so, they will write an EHC Plan.</li> <li>• The EHC Plan will outline the support the student will be funded to receive from the Local Authority (this could be small group interventions, support within specific lessons or support from Specialist services)</li> <li>• The EHC Plan will indicate how the support should be used and what strategies must be in place.</li> </ul>	<p>Students whose learning or health needs are complex and lifelong or require significantly additional support to access their school day.</p>
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## Monitoring and evaluation of SEND

We regularly monitor and evaluate the quality of provision on offer for all pupils and this informs future developments and improvements. This is done by:

Aspect	Why we do it	How we do it	When we do it
Data Analysis	Consistent monitoring of children's progress data is paramount in improving teaching quality to raise standards. Our careful analysis of data helps identify trends and areas of development. We ensure that children's starting points are clearly identified through a range of assessments, triangulation of evidence (books, data, surveys) and meticulous identification of gaps to pinpoint how much progress children have made.	<ul style="list-style-type: none"> <li>Inclusion meetings between the SENCo, pastoral team and Safeguarding team.</li> <li>Regular SEND team briefings and CPD</li> <li>Monitoring of pupil progress and attainment</li> <li>Developing best practice e.g. moderation of student progress through SENDCo networks and local partnerships</li> <li>Any external audits e.g. SEND Monitoring visits by Oasis Trust and OFSTED inspections.</li> </ul>	Weekly <ul style="list-style-type: none"> <li>SEND team briefings</li> </ul> Fortnightly <ul style="list-style-type: none"> <li>Inclusion Meetings</li> </ul> Termly <ul style="list-style-type: none"> <li>SEND Drop ins</li> <li>Pupil progress monitoring</li> <li>SENDCo Networks</li> </ul>
Learning Walks	To ensure learning is targeted to support pupils needs, to check for consistency across the academy and provide feedback and coaching to uphold our high expectations of inclusive provision.	<ul style="list-style-type: none"> <li>Learning walks completed by ALT, coaching partners, SENDCo and NLPs</li> </ul>	Regularly
Book Looks	To triangulate what is seen on learning walks with outcomes. To ensure in class scaffolds and adaptations are effective and appropriately timed whilst also ensuring a good amount of challenge	<ul style="list-style-type: none"> <li>Book Look carried out by Middle Leaders, ALT &amp; SENDCo</li> </ul>	Termly
Pupil Voice	A large body of research suggests that genuinely ensuring pupil participation, contribution and influence in their education leads to increased engagement, improved relationships between pupils and teachers and better communication between pupils and the school. We prioritise gathering pupil voice regularly to ensure that we are building belonging, ensure we are adapting their offer to meet what they feel their needs lie and to gain greater trust and confidence.	<ul style="list-style-type: none"> <li>Student voice</li> <li>Area Champion: 1:1 check ins on pupils to obtain their views and feedback on provision</li> <li>SEND visits to other academies and schools.</li> </ul>	Termly <ul style="list-style-type: none"> <li>Student voice</li> <li>Area champion</li> </ul> Annually <ul style="list-style-type: none"> <li>SEND transition visits</li> </ul>

### Intervention Monitoring:

Aspect	What we do
Regularity	All interventions are recorded on Provision Map and reviewed every 6 weeks within SEND briefings where all LSAs can be supported by a member of the Inclusion team in reviewing them accurately. This ensures we can 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 judgments about progress are accurate and can inform the next steps in adapting the provision.
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.

	<p>The SENDCo reports to SLT 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.</p>
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### Other people/agencies providing services to students with SEND at Oasis Academy Leesbrook

**Paid for centrally by the Local Authority and delivered by the Academy.**

- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- Occupational Therapy.
- Physiotherapy.
- CAMHS
- Parent Partnership Service (POINT)



**Directly funded by the Academy:**

- Additional interventions
- Additional Educational Psychologist
- QEST advisory support
- Faculty Intervention Leads
- Individual Literacy Support
- Place 2 Be
- Oasis Hub
- Speech and Language therapist

**Provided and paid for by the Health Service, but delivered within the Academy:**

- School Nurse
- OASIS (Drugs and alcohol)
- Health Young Minds (Mental Health)
- Diabetic and epilepsy specialist nurses
- Nurse Consultants

The Personalised Pathway Provision plays a vital role in the life of Oasis Academy Leesbrook, lending support to colleagues and students throughout the school.

A team of highly qualified and experienced staff provide specialist support via a range of alternative and complimentary interventions. This provision includes support in the form of 1:1 or group work interventions, including:

- Social Skills teaching
- Step Up English
- Advice to subject specialist staff on teaching and learning strategies.
- Emotional regulation techniques
- Quiet supervised areas for unstructured times (before school, break and lunch)
- Homework clubs
- Mentoring and tracking of students
- Close liaison with parents and outside agencies.
- Area champion and welfare check ins.
- Lego therapy
- Handwriting and fine motor skills club
- Literacy club.
- Phonics interventions
- Lexia interventions
- Language link interventions.
- Language for Behaviour and Emotions

### **Staff Training: How are staff at Oasis Academy Leesbrook helped to work with a student with SEND and what training do they have?**

The SENCo's role is to support subject teachers in planning for students with SEND.

Oasis Academy Leesbrook has an Academy Improvement Plan, including identified training needs for all staff to improve the teaching and learning of students, including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia, adaptations, etc.

Individual teachers and support staff attend training courses run by outside agencies which are relevant to the needs of specific students in their class e.g. from), HYM (Mental Health), the Educational Psychology Service and the Hearing-Impaired team.

Professional development takes place on a regular basis. If you would like to hear about the training which is currently taking place for the staff at Oasis Academy Leesbrook, please speak to the SENCo.

### **Monitoring student progress**

#### **How do we measure the progress of our students and keep parents informed?**

- Student progress is continually monitored by the subject teacher.
- Their progress is reviewed formally every term. GCSE grades indicate the students' current and predicted level. End of term reports provide information regarding the student's attendance, classwork, homework and behaviour.
- The progress of students with an EHC Plan is formally reviewed annually at an Annual Review Meeting with parents and the student present and termly within a Person-Centered Review meeting.
- The SENCo will monitor students' progress within any individual or group provisions that they take part in. The SENCo may also use reading age and spelling age tests.
- Parents will also be invited to parent evenings calendared throughout the academic year.



## **How does the Academy let parents know if they have any concerns about their child's learning in school?**

When classroom teaching is not meeting the needs of a student, the teacher will raise this with the Inclusion Team who will gather information from all subject teachers across the curriculum. If the student is then identified as not making progress, the school will decide whether to monitor this or set up an intervention group (at this point parents will be informed).

If they are still not making expected progress the following will be discussed with the parents and student in a pupil-centred review: -

- Making sure that we are truly considering the experiences of the person, their family and those supporting them when reviewing how well things are going.
- Creating an environment where people are made to feel comfortable in expressing themselves honestly.
- Developing actions that are based on experiences and learning, leading to an environment where we're constantly improving our support.

### **Moving a pupil on or off the SEND Register:**

The following sources inform a decision to place pupils on the SEND register and movement off the register.

- Information from previous school
- Staff concerns
- Information from the parent/carer
- Specialist teacher /professionals' reports
- Internal Assessments
- Reading and spelling quotients
- Medical reports
- Advice from QEST
- Progress monitoring
- Attainment levels

### **This includes:**

- Assessment data and provision management outcomes which indicate progress.

When pupils have higher levels of need, we refer to specific specialist professional agencies to assess for example, Educational Psychologists (EP), Physical and Sensory support service, or Speech and Language support service.

### **Adaptation: How will the teaching be adapted for students with learning needs or SEND?**

Planning and teaching will be adapted daily if needed to meet the students' learning needs and increase their access to what is on offer. Subject teachers plan lessons according to the specific needs of all groups of students in their class and will ensure that learning tasks are adjusted in order to enable them to access their learning as independently as possible. Specific resources and strategies will also be used to support students individually and in groups.

### **How the Academy support students when they are new to the academy, moving classes or leaving the academy:**

#### **How will the Academy support students with identified special needs starting at the Academy?**

- We will first invite parents and students to visit the school to look around and speak to staff.
- If other professionals are involved, an additional meeting will be held to discuss the students' needs; share strategies used; and ensure provision is put in place before they start.
- We will provide key transition information to the student and their family

#### **For students moving to Oasis Academy Leesbrook from Primary School**

The SEND team will attend the feeder primary schools to discuss the specific needs of all students with additional needs.

- Parents will be invited to visit us on Year 6 Open evening, held in the first term.

- We will arrange additional visits to the Academy for students who need extra support with looking around the building, perhaps at a quieter time. This will be discussed with parents.
- The Academy transition team may visit students in their primary school on several occasions. Where students are 'Looked After' or have an EHC Plan, a member of staff will attend the year 6 Annual Review.
- We will provide students who need additional transition support with a booklet and activities to help them get to know the school and alleviate any anxieties
- All students will be involved on transition days; however, students with additional needs who may struggle with transition will also be invited to additional transition days.

#### **For students moving classes or year groups**

- The SENCo will pass information on to the new subject teachers and tutors.
- Student's details and recommended strategies to support them are shared with staff in a secure staff area.
- Staff access the school database to gather appropriate information to aid classroom support.

#### **For students moving into college or 6th Form**

- All students will be supported by the Careers service when moving on to college or sixth form. Students with additional needs will have access to additional transition visits.
- All information regarding the students' needs will be passed on to colleges or sixth forms.
- All further education providers will be invited into the academy to speak with the SENCo and other key staff prior to the transition.

#### **For students moving from Oasis Academy Leesbrook into new schools or colleges or universities**

- The Academy can be contacted by the new school for discussions about specific support. Academy staff may also be able to attend the admission meetings at the new school.
- All records on students are passed on to the new school as soon as possible.
- The Academy will provide evidence of additional classroom or exam-based support.

#### **What support does Oasis Academy Leesbrook have for parents of students with SEND?**

The SENDCo and Assistant SENCo's are available to meet with parents to discuss their child's progress or any concerns / worries they may have.

All information from outside professionals will be shared with parents in person or via a written report. The SENCo will share the results of any new assessments and support strategies suggested by outside agencies with parents. Parents will be notified when new support measures are implemented and are invited to discuss these with the SENCo.

The Academy asks that all parents keep us informed about effective strategies which support their child in the home. This can support the Academy to help the student transfer appropriate effective strategies into the classroom.

#### **How is the Academy physically accessible to children with SEND?**

The Academy ensures that equipment used is accessible to all students regardless of their needs. We undertake a standard accessibility plan which is reviewed annually or whenever a student with specific needs joins the Academy.

Adaptions are made to classrooms to ensure that students can participate in all lessons. Adaptions may include height adjustable sinks and workstations. The school is accessible to students with physical disability via ramps and a lift. Please see the Disability Equality Policy/Accessibility Plan on the school website under school policies.

#### **Securing Full inclusion:**

Each student's learning is planned by their subject teachers; it is adapted to ensure the student's individual needs are fully met. This may include additional focused support by the teacher or teaching assistant as part of teaching designed to maximize progress.

- Learning Support Assistants (LSAs) may be allocated to work with the student in a 1-1 or small focus group to target more specific needs.

- If appropriate, specialist resources may be given to the student e.g. writing slopes, fidget toys, coloured overlays, pen/pencils grips or easy to use scissors.

### **How does the Academy support the emotional wellbeing of students with SEND?**

The Academy staff are committed to ensuring emotional support for the wellbeing of students. Those identified as particularly vulnerable are provided with a daily meet and greet, during which mood is assessed and support offered. Support is available via staff from the Inclusion base or Personal Pathways Provision who may, if appropriate, refer students to Place 2 Be offering specialist support within school hours.

### **How does the Academy support students with SEND who are vulnerable or feel bullied?**

As a school, we are aware that students with SEND may be particularly vulnerable to bullying or difficulties with peer relationships and that they may wish to discuss these concerns with parents/carers in the first instance rather than approaching school staff. Parents are encouraged to contact the Pastoral Leaders, Assistant SENCo and/or SENCo to report any issues.

### **How does the Academy support LAC pupils with SEND?**

Arrangements for supporting children and young people who are looked after by the LA and have SEN. Regular PEP meetings and CLA reviews are held with the CLA lead at Oasis Leesbrook. During these meetings concerns are shared, support is looked into, and provision is evaluated for LAC students. Alongside this regular contact between the social workers, external agencies and carers is also maintained.

### **Raising a Concern**

How can I let the Academy know I am concerned about my child's progress?

If parents have concerns about their child's progress, they should speak to their Family leader or a member of the Inclusion team.

If parents are concerned that their child is still not making progress, they should speak to the Inclusion team.

If parents or carers are still not happy, they can request to meet with the Principal by contacting the Principals PA on 0161 290 4000. The Principal's PA is also able to help you make a formal complaint in accordance with the Complaints Procedure.

## Frequently Asked Questions

**Q: My child is having problems with learning. How do I find out what his/her particular difficulties are?**

A: We recommend that you discuss the difficulties with the Family Leaders in the first instance. Alternatively, you can contact the Assistant SENCO or the SENCO directly.

**Q: What tests do you administer on entry in Year 7?**

A: Students in Year 7 take the NGRT (New Group Reading Test). This data helps the Academy to identify students who may experience difficulties with a secondary school curriculum.

**Q: My child is not dyslexic but has trouble reading and writing. What can the SEND department do?**

A: We will provide advice on strategies and resources for each subject teacher to use in the classroom. We will monitor academic progress and assign further support if sufficient progress has not been achieved.

**Q: My child has been diagnosed with dyslexia. What can the SEND department provide?**

A: A students with mild dyslexia receive support in the class via differentiation from subject teachers. Their progress is monitored and additional strategies/resources may be provided to the subject teachers.

Students with moderate or severe dyslexia will be offered additional literacy support outside of the classroom. Staff receive guidance from the SENCO via training on the best ways to support students with dyslexia.

**Q: My child has an Educational Health and Care Plan. How will the school ensure that s/he gets the support to which s/he is entitled?**

A: The school has a responsibility to ensure that your child's needs are met as outlined in the EHC Plan. Support is provided to the student in line with the recommendations of the Statement, as well as any additional advice which is provided from external professionals at the request of school.

**Q: I am a carer I have a Child Looked After and also have SEND concerns. Who do I speak to?**

A. In the first instance raise your concerns with the CLA Lead (Simara Firdos) who will pass on and review your concerns with the SEND team.

Staff receive specific advice and guidance for each student and are expected to deliver differentiated work during lesson times. Reasonable adjustments are made when applying school policies, in particular the behaviour policy.