

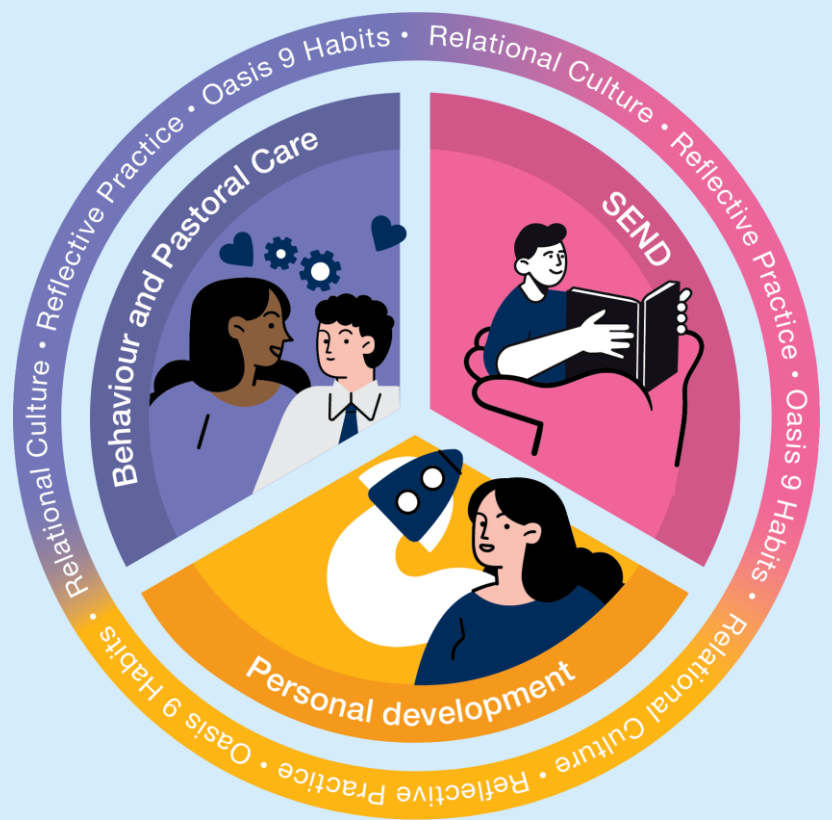


SEND

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 Leesbrook, we are dedicated to nurturing and empowering young people to become "outstanding" individuals who possess the personal qualities, knowledge, and skills required to succeed in a rapidly changing world. We work collaboratively to create an inclusive, diverse community defined by kindness, compassion, and a relentless commitment to positivity and high standards. Through our Just Cause of "Creating a community of choices and chances," we strive to provide all students with opportunities to grow and thrive.

Key Areas of Focus:

- Student Excellence: Supporting academic achievement and personal growth for all students.
- Community Collaboration: Building strong, inclusive partnerships within our diverse community.
- Character Development: Developing every student's character and competence through the Oasis 9 Habits.
- Kindness and Compassion: Cultivating a school culture grounded in empathy, respect, and kindness.
- High Standards: Maintaining high expectations for behaviour, academics, and personal accountability.
- Opportunities and Equity: Creating choices and chances that empower students and remove barriers to success.

This vision guides all aspects of our work, ensuring every student is prepared for the future with resilience and integrity.





Our vision for SEND

Meet our SEND team

Name	Role	Contact details
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Our vision for SEND

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

Communication and Interaction Needs

Children and young people with speech, language, and communication needs (SLCN) may struggle to express themselves, understand others, or follow social communication rules. These challenges can include:

- Expressive Difficulties:** Trouble saying what they want to.
- Receptive Difficulties:** Challenges in understanding others.
- Social Rules:** Difficulty with social norms in communication.

Children with autism spectrum disorder (ASD), including Asperger's, may face additional challenges with:

- Social Interaction:** Difficulty connecting with others.
- Language and Communication:** Barriers in verbal and non-verbal communication.
- Perspective-Taking:** Struggles with understanding others' viewpoints.

Support is essential to help them build effective communication and social skills.

Cognition and Learning

Support may be needed for children who learn at a slower pace than their peers, even with differentiation. Learning difficulties span a wide range, including:

- Moderate Learning Difficulties (MLD):** May need additional support in specific areas.
- Severe Learning Difficulties (SLD):** Often require support across all curriculum areas and may include challenges with mobility and communication.
- Profound and Multiple Learning Difficulties (PMLD):** Involves severe, complex needs, often with physical disabilities or sensory impairments.

Specific Learning Difficulties (SpLD) affect one or more particular areas of learning and include conditions like dyslexia, dyscalculia, and dyspraxia.





Our vision for SEND

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

Social, Emotional, and Mental Health (SEMH) Difficulties

Children and young people may face various social and emotional challenges, which can appear as:

- Withdrawn or Isolated Behaviour
- Challenging or Disruptive Behaviour

These behaviours may stem from mental health issues such as anxiety, depression, self-harm, substance misuse, eating disorders, or unexplained physical symptoms. Some may also have specific disorders like attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), or attachment disorder.

Support is essential to help them manage these difficulties and promote well-being.

Sensory and/or Physical Needs

Some children may need special educational provision due to disabilities that limit their access to typical educational resources. These needs may vary with age and can fluctuate over time. Examples include:

- Vision Impairment (VI) and Hearing Impairment (HI): Often require specialist support or equipment to facilitate learning.
- Multi-Sensory Impairment (MSI): A combination of vision and hearing difficulties requiring specialized assistance.
- Physical Disabilities: May require continuous support and equipment to fully participate in school activities.

With appropriate support, these students can access and engage in educational opportunities alongside 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 Leesbrook, our mission is to foster the positive development of our young people as they journey into adulthood. We believe that strength of character is the most valuable 'qualification' we can help them achieve, equipping them with the qualities, knowledge, and skills needed to thrive in a rapidly changing world.

We are committed to ensuring that every student has the opportunity to achieve the highest standards, regardless of their unique needs. While we recognise that children with special educational needs and disabilities (SEND) often face challenges, including lower outcomes and a higher likelihood of exclusion; however, we are dedicated to securing true inclusion within our community through a different approach:

- Child-Centred:** We prioritise understanding each child as an individual, valuing their voice in decisions about their support rather than solely focusing on behaviours and diagnostics.

- Strengths-Based:** We celebrate differences as assets and work to identify and amplify the existing strengths and capabilities of students with SEND to foster connection, belonging, and progress.

- Holistic Approach:** We take a whole-child perspective, targeting personal, social, and emotional growth alongside academic achievement.

- Partnership:** We collaborate with families and community members to create a Team around the Child, facilitating genuine co-production of each child's provision.

Our goal is to ensure that all students, regardless of their specific needs, have the same choices and chances to succeed.





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 Leesbrook, we prioritise the involvement of parents in the education of their children with special educational needs and disabilities (SEND) through various strategies:

1. **Regular Meetings:** We hold weekly meetings with key inclusion staff, including attendance, safeguarding, behaviour, SEND and year teams. This ensures consistent communication and collaboration on each child's needs.

2. **Co-Design of Provision:** Parents engage in open communication with keyworkers to help co-design the provision that best supports their child's learning and development.

3. **Co-Decision Making:** We facilitate communication between parents and keyworkers, Pastoral Leaders, teachers, Heads of Department (HOD), Heads of Year (HOY), or the Special Educational Needs Coordinator (SENDCo) to collaboratively make decisions about the educational provision.

4. **Co-Delivery of Provision:** Parents support their child with homework, reinforcing learning at home. They also have access to curriculum maps to understand what their child is learning, and they are encouraged to attend forums to further support their child's education.

5. **Co-Evaluation of Provision:** We conduct Annual Reviews for students with Education, Health and Care Plans (EHCPs) to evaluate their progress. Additionally, Individual Learning Plans (ILPs) are sent home termly, and Progress and Curriculum Review Sessions (PCRS) occur three times a year to assess and discuss student development.



A magnifying glass icon with a black handle and a white circular lens, focusing on a small illustration of a man's face.

Knowing every child

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

6. Feedback Mechanisms: Parents have opportunities to provide feedback through surveys, suggestion boxes, and informal discussions, ensuring their voices are heard.

7. Parent Workshops and Training: We offer workshops to educate parents about SEND and the resources available, empowering them to support their child's learning at home.

8. Open Communication Channels: We establish clear communication through emails, phone calls, and school apps, keeping parents informed and engaged.

9. Parent Support Groups: We create forums for parents to connect, share experiences, and foster a sense of community.

By ensuring genuine co-production is built into our systems and practices, with pupils, families, and staff, we aim to foster a strong partnership with parents, enhancing the educational experience for children with SEND and promoting their overall success.





Knowing every child

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

At Oasis Academy Leesbrook, we prioritise the involvement of children with special educational needs and disabilities (SEND) in their education through various strategies that ensure their voices are heard and valued. We recognise the importance of knowing every child as an individual to appropriately celebrate and amplify their strengths while responding to their specific areas of need, which is essential for securing progress for every pupil with SEND. To achieve this, we adopt a child-centred approach aligned with the guidance outlined in the SEN Code of Practice (2015).

Here are some of the key strategies we employ:

- 1.Co-Design of Provision: We facilitate pupil voice by having conversations with keyworkers to review and update pupil passports, ensuring that each child's unique needs and preferences are reflected in their learning plans.
- 2.Co-Decision Making: Students participate in discussions with keyworkers regarding their educational provision, allowing them to contribute to decisions that affect their learning experience.
- 3.Co-Delivery of Provision: Pupils are supported through visual timetables and bespoke timetables tailored to their individual needs, helping them navigate their school day effectively.
- 4.Personalized Learning Plans: Students contribute to their Individual Learning Plans (ILPs) and Pupil Passport expressing their goals, interests, and preferred learning methods.
- 5.Regular Check-Ins: Teachers and support staff conduct regular check-ins with students to discuss their progress, feelings about their learning, and any challenges they may face.





Knowing every child

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

6. Student Voice Initiatives: We implement student councils or focus groups that include students with SEND to gather their feedback on school policies, programmes, and support services.

7. Choice in Learning Activities: We provide students with options regarding their learning activities, allowing them to engage in subjects that interest them and align with their strengths.

8. Goal Setting: Students are involved in setting their own academic and personal goals, fostering a sense of ownership and responsibility for their learning.

9. Co-Evaluation of Provision: We conduct reviews of pupil passports and termly reviews of ILPs for pupils with Education, Health and Care Plans (EHCPs) to assess progress and adapt support as needed. Progress and Curriculum Reviews (PCRs) are also completed to evaluate student development.

10. Feedback Opportunities: We encourage students to share their thoughts on lessons, teaching methods, and support they receive, helping educators understand their experiences better.

11. Involvement in Reviews: Students participate in their Annual Reviews and are encouraged to share their perspectives on their progress and future goals.

12. Peer Mentoring: Involving students with SEND in peer mentoring programs provides them with opportunities to support others while developing their confidence and skills.

By incorporating these strategies, we create an inclusive environment that empowers children with SEND, ensuring their involvement in their education and enhancing their overall learning experience





Knowing every child

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

Transition Support

- **Additional Visits:**
 - Students are offered extra visits to their new school or educational setting to familiarise themselves with the environment.
- **Meet New Staff:**
 - Opportunities are provided for students to meet their new teachers and support staff, helping to build relationships and trust before the transition.

Extended Transition:

- An extended transition period is offered for students who may require additional time to adjust to the new setting, ensuring they feel comfortable and supported.

Transfer of All Information:

- Comprehensive transfer of information regarding the student's needs, preferences, and support strategies is shared with the new school to ensure continuity of care.





Knowing every child

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

Preparing for Adulthood

•PSHE (Personal, Social, Health and Economic Education):

- A focus on PSHE helps equip students with essential life skills, emotional literacy, and understanding of personal responsibilities.

•Vocational Qualifications:

- Opportunities are provided for students to pursue vocational qualifications that align with their interests and career aspirations.

•Vocational Alternative Provision:

- Access to alternative provision options is offered to support students in practical, hands-on learning environments.

•Functional Skills Exams:

- Support is provided for students to undertake Functional Skills exams, ensuring they acquire essential skills for everyday life and work.

By implementing these strategies, we aim to ensure that children with SEND are well-prepared for their transitions to new schools or phases of education, setting them up for success in their educational and personal development.





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

At Oasis Leesbrook, we are committed to delivering the Oasis curriculum to all children, ensuring it is accessible and inclusive. Key aspects of our approach include:

Universal Curriculum Offer

Core Disciplines:

- A broad, balanced, and equitable curriculum built around core subjects: English, mathematics, science, humanities, languages, religious education, and reading.

Creative and Active Subjects:

- Inclusion of creative and active subjects such as art, music, performing arts, food technology, computer science, and physical education to foster diverse talents and interests.

Adaptations for SEND

Responsibility of All Staff:

- All staff members share the responsibility to adapt the curriculum to meet the specific needs of pupils with SEND, ensuring inclusivity in teaching practices.

Personalised Learning:

- Implementing personalised learning strategies and support systems to accommodate the unique learning styles and requirements of students with SEND.

Complementary Curriculum

Personal Development Curriculum:

- A rigorous and ambitious personal development curriculum that covers:
 - PSHE (Personal, Social, Health, and Economic Education)
 - Careers education
 - RSE (Relationships and Sex Education)
 - Citizenship education
 - Knowledge of the world and current events

By delivering this inclusive curriculum, we aim to uphold the vision and ethos of Oasis Community Learning (OCL) while supporting the educational and personal development of all our students, including those with SEND.





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

At Oasis Academy Leesbrook, we prioritise inclusivity in our environment to remove barriers to learning for pupils with special educational needs and disabilities (SEND). Key considerations include:

Environmental Adaptations

•Use of Inner Ear Defenders:

- Pupils are permitted to wear inner ear defenders to support sensory needs and help them focus in the classroom.

•Audio Considerations:

- Staff are trained to consider the volume of audio used in the classroom, ensuring it is at a level that supports all students, especially those with auditory sensitivities.

•Inclusion Boxes in All Faculties:

- Each faculty has an Inclusion box containing resources such as:
 - Fidget toys
 - Wobble cushions
 - Other sensory tools to aid focus and engagement during lessons.

By implementing these environmental adaptations, we aim to create a supportive learning atmosphere that caters to the diverse needs of our pupils with SEND, fostering their success and well-being.





Inclusive high quality teaching

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

High-quality teaching, tailored to meet the needs of individual pupils, is the foundational step in addressing the requirements of those who have or may have special educational needs (SEN). While additional interventions and support can enhance learning, they cannot substitute for the essential role of effective, high-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. To support our teachers in delivering inclusive high-quality teaching, we provide specific guidance on effective strategies that best serve our learners and promote their progress, including:

Support Strategies for Inclusive High-Quality Teaching

- **Differentiated Instruction** :Tailoring lessons to accommodate varying learning styles and abilities, ensuring all pupils are engaged.
- **Collaborative Learning**: Encouraging cooperative learning experiences that foster peer support and social interaction.
- **Clear Learning Objectives**: Setting explicit learning objectives to guide teaching and provide clarity for students.
- **Regular Assessment and Feedback** :Utilising formative assessments to monitor progress and provide constructive feedback to inform future instruction.
- **Use of Assistive Technologies**: Integrating assistive technologies to support learning and enhance accessibility for students with diverse needs.
- **Dual Coding**: Combining verbal and visual information to enhance understanding and retention of concepts.
- **Seating Plans**: Implementing strategic seating arrangements to promote positive interactions and support individual learning needs.
- **Checking for Understanding**: Regularly assessing students' comprehension throughout lessons to identify and address any areas of confusion.
- **Scaffolding**: Providing structured support to help students gradually develop their skills and understanding.
- **Multisensory Teaching**: Incorporating multiple senses into the learning process to engage students and reinforce learning through various modalities.

By equipping our teachers with these strategies, we aim to ensure that all pupils with SEND receive the support they need to thrive academically and personally.





Inclusive high quality teaching

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

•Progress Reports: We provide regular progress reports that outline your child's achievements, areas for improvement, and specific support they are receiving.

•Parents' Evenings: These events allow for face-to-face discussions regarding your child's development, strengths, and any concerns.

•Person-Centred Reviews (PCRs): We conduct PCRs to review your child's progress and gather input from you, your child, and their teachers.

•Annual Reviews (for EHCPs): For students with Education, Health and Care Plans, we hold annual reviews that involve parents in discussing progress and setting future goals.

•Positive Postcards/Phone Calls: We celebrate your child's successes by sending positive postcards or making phone calls to keep you informed of their achievements.

•Meetings: Ongoing meetings with your child's keyworker or other staff members to discuss their progress, challenges, and strategies for support.

•Emails: Regular communication via email to provide updates on your child's progress and important information regarding their education.

By implementing these communication strategies, we aim to foster a strong partnership with parents, ensuring that you feel informed and involved in your child's educational journey.





Inclusive high quality teaching

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

- Regular Monitoring of Interventions: All interventions are recorded on Provision Map and reviewed every six weeks during SEND briefings. This allows Learning Support Assistants (LSAs) to collaborate with Inclusion team members to assess the effectiveness of interventions and make necessary adjustments.
 - Utilisation of Assessment Tools: We employ assessment tools at both the baseline and review points of interventions. This ensures our judgments about pupil progress are accurate and informs future adaptations to support.
 - Data Analysis: Progress is analysed on an individual basis as well as by intervention group, year group, SEND stage, and area of need. This comprehensive analysis helps us understand the impact of our interventions and identify trends that require attention.
 - Person-Centred Reviews (PCRs): We conduct PCRs to gather insights from pupils, parents, and staff, ensuring that our provisions align with the needs and aspirations of each child.
 - Annual Reviews (for EHCPs): For students with Education, Health and Care Plans, we hold annual reviews to evaluate progress, set new goals, and adapt provisions accordingly.
 - Feedback Mechanisms: We actively seek feedback from pupils and parents regarding their experiences and perceptions of the support provided, which informs our evaluations.
 - Half-Termly Reports to SLT: The SENDCo presents progress analysis to the Senior Leadership Team (SLT) every half term, ensuring that leadership is informed about the SEND progress landscape and can make strategic decisions to enhance support
- Through these evaluation processes, we ensure that our provisions are effective, responsive, and focused on securing progress for all children with SEND





Inclusive high quality teaching

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

Progress towards EHC outcomes

Consistent monitoring of children's progress data is crucial for improving teaching quality and raising standards. Our careful analysis helps identify trends and areas for development. We ensure children's starting points are clearly defined through a range of assessments and triangulation of evidence, including:

- Data Analysis: Analysing books, data, and surveys to meticulously identify gaps and measure the progress children have made.
- Learning Walks: Conducting learning walks to ensure instruction is tailored to meet pupils' needs, check for consistency across the academy, and provide feedback and coaching to maintain high expectations for inclusive provision.
- Book Looks: Triangulating findings from learning walks with student outcomes to ensure that in-class scaffolds and adaptations are effective and appropriately timed, while still providing sufficient challenge.
- Pupil Voice: Recognising that genuine pupil participation enhances engagement, improves relationships, and fosters better communication between students and the school. We prioritise gathering pupil voice regularly to build a sense of belonging, adapt our offerings to meet their perceived needs, and foster greater trust and confidence.

Through these evaluation methods, we ensure that our provisions effectively support children with SEND in achieving their Education, Health, and Care (EHC) outcomes.





Inclusive high quality teaching

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

SENDCo

- Qualified Leadership:
SEND Coordinators (SENDCos) complete the National Award for Special Educational Needs Coordination (NASENCO) and the National Professional Qualification for Senior Leadership (NPQSL) focused on SEND.
- Expert Support:
Access to OCL National Lead Practitioners for SEND and specialized CPD from the Trust, Local Authority (LA), and outside agencies enhances our staff's knowledge and skills.
- Workshops and Coaching:
In-house workshops cover key topics like behavior management and differentiation. Staff also engage in peer observations and coaching to share best practices.
- Collaborative Planning:
Teachers work with inclusion staff to plan inclusive lessons tailored to diverse student needs.
- Resource Access:
Staff have access to specialized teaching materials and assessment tools for SEND.
- Continuous Reflection:
Regular feedback sessions and self-evaluation help staff reflect on their practices and student progress.

Teaching staff

- CPD from SENDCO:
Regular training sessions led by the SEND Coordinator (SENDCo) to share best practices and strategies.
- CPD from the Trust:
Continuous professional development opportunities provided by Oasis Community Learning (OCL) to enhance staff expertise.
- CPD from Outside Agencies:
Training sessions with external specialists to broaden understanding and skills in SEND support.
- Collaborative Planning and Resources:
Teachers collaborate with inclusion staff to design inclusive lessons and access specialized teaching materials.
- Peer Observations and Feedback:
Opportunities for staff to observe colleagues and engage in feedback sessions to improve practices.

Support staff

- CPD from SENDCO:
Regular training sessions led by the SEND Coordinator (SENDCo) to share best practices and strategies.
- CPD from the Trust:
Continuous professional development opportunities provided by Oasis Community Learning (OCL) to enhance staff expertise.
- CPD from Outside Agencies:
Training sessions with external specialists to broaden understanding and skills in SEND support.
- Targeted Intervention Training:
Focused training on implementing effective interventions tailored to meet individual student needs.
- Collaborative Planning and Resources:
Teachers work with inclusion staff to design inclusive lessons and access specialized teaching materials.



We're **rewritin**g the story



Inclusive high quality teaching

12. What specialist services do we work with to support

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

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





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)
- SALT 1:1

Cognition and Learning support

- Lexia
- Sparks Reader
- Boost Reading
- YARC
- Lucid Exact
- Timetable Rockstars
- BKSB
- Dyslexia Intervention
- Nurture classrooms





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
- Place 2 Be
- Gateway
- Nurture Rooms
- 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
- 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?

Supporting your child's wellbeing is a priority, and there are several ways we ensure they receive comprehensive care in social, emotional, and mental health:

- 1. Dedicated Staff:** We have trained counsellors and wellbeing coordinators available to provide one-on-one support and guidance for students facing challenges.
- 2. Wellbeing Curriculum:** Our PSHE curriculum includes lessons specifically focused on mental health, resilience, and emotional literacy, helping students develop coping strategies and a better understanding of their feelings.
- 3. Peer Support Programmes:** We encourage students to participate in peer mentoring and support groups, fostering a sense of community and belonging.
- 4. Regular Check-Ins:** Teachers and staff conduct regular wellbeing check-ins to monitor students' emotional health and address any concerns early on.
- 5. Workshops and Activities:** We offer workshops on topics like stress management, mindfulness, and healthy relationships, equipping students with practical skills.
- 6. Open Communication:** We promote an environment where students feel safe to express their feelings and seek help when needed. Parents are encouraged to engage in conversations about their child's wellbeing.
- 7. Partnerships with External Services:** When necessary, we collaborate with external mental health organizations to provide additional resources and support for students and families.

By focusing on these areas, we aim to create a safe and nurturing environment that supports your child's overall wellbeing. If you have specific concerns or ideas, we welcome your input!





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.

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Interventions matched to need

15. How do we work with the local authority and other services to meet the needs of children with SEND?

At Oasis Academy Leesbrook, we take a collaborative approach to meet the needs of children with special educational needs and disabilities (SEND) by working closely with the local authority and other services. Here's how we do it:

- 1.Partnership with the Local Authority:** We actively engage with the local authority to ensure we are aligned with their policies and frameworks for supporting children with SEND. This includes participating in local SEND forums and initiatives to stay informed about best practices and available resources.
- 2.Coordinated Support Services:** We work alongside a range of external agencies, including health services, social services, and educational psychologists, to provide comprehensive support tailored to each child's needs. This collaboration ensures that all aspects of a child's wellbeing are considered.
- 3.Regular Assessments and Reviews:** We conduct regular assessments and reviews of children's progress and needs in partnership with the local authority. This collaborative approach helps us to adapt our strategies and interventions effectively.
- 4.Training and Development:** We participate in professional development opportunities offered by the local authority and other organisations. This training equips our staff with the latest knowledge and skills to support students with SEND effectively.
- 5.Family Engagement:** We prioritize open communication with families, encouraging their involvement in the planning and review processes. By working together with parents and carers, we ensure that we have a clear understanding of each child's unique circumstances and preferences.
- 6.Access to Local Resources:** We leverage the resources and services available through the local authority's SEND Local Offer, ensuring that families are aware of and can access the support they need.

Through these collaborative efforts, we aim to create a supportive and inclusive environment that meets the diverse needs of our students with SEND, helping them to achieve their full potential.





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@oasisleesbrook.org

Year 8: Year8team@oasisleesbrook.org

Year 9: Year9team@oasisleesbrook.org

Year 10: Year10team@oasisleesbrook.org

Year 11: Year11team@oasisleesbrook.org

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

Tel: 0161 290 4000.

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 290 4000 or email: info@oasisleesbrook.org Principal's PA: Telephone: 0161 290 4000 or email: hannah.murphy@oasisleesbrook.org





Oasis Academy Leesbrook
Roxbury Ave
Oldham
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hannah.murphy@oasisleesbrook.org

