

Oasis Academy Shirley Park Secondary

Meeting the needs of Pupils with Special Educational Needs and Disabilities – SEND Information Report

Values and Principles that inform our school offer

Oasis Academy Shirley Park Secondary is a non-selective Academy open to all religious faiths and those with no faith. We are an inclusive school and believe in equal opportunities for all pupils, whatever their age, gender, ethnicity, impairment, attainment or background.

We are committed to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching that will enable them to make the best possible progress in school and ensure they can actively participate in the wider aspects of school life.

At Oasis Academy Shirley Park, we ensure that young people and whole communities are offered the support, education and spectrum of opportunity that they deserve in order to reach their potential including students with special educational needs and disabilities.

The school will use its best endeavours to ensure the necessary provision is made for any pupil with SEND. In doing so, we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Code of Practice for SEND.

Roles and responsibilities: Who should I contact to discuss the concerns or needs of my child?

Class teacher
Form Tutor
Subject Teacher
Head of Year

He/she is responsible for:

- High quality teaching, learning, and a commitment to developing each student.
- Adapting and refining the curriculum with the aim to respond to strengths and needs of all pupils.
- Checking on the progress of your child and identifying, planning and delivery of any additional support required to support progress
- Contributing to devising personalised learning plans / individual education plans to prioritise and focus on the next steps required your child to improve learning.

If you have concerns about your child, you should speak to your child’s class teacher/ form tutor /Head of Year first. Depending on the outcomes of these discussions, you may have a follow up meeting with the SENCo.

Special Educational
Needs Coordinator
(SENCo)
Mrs Deborah Center

She is responsible for:

- Coordinating provision for children with SEND and developing the school’s SEND policy
- Ensuring that parents are:
 - Involved in supporting their child’s learning and access.
 - Kept informed about the range and level of support offered to their child.
 - Included in reviewing the progress of their child.
 - Consulted about planning successful movement (transition) to a new class or school
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of SEND needs.

Principal
Saqib Chaudhri

He is responsible for:

- The day-to-day management of all aspects of the Secondary school, including the provision made for pupils with SEND.

Executive Principal
Anthony Williams

He is responsible for:

- Supporting the school to evaluate and develop the quality and impact of provision for pupils with SEND across the school.

**SEND Support – Assessment, Planning and Review: *How will the school decide if my child needs extra help?
How can I find out about how well my child is doing?***

We have a number of students with SEND needs across the four main categories of SEND: -

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

These needs are met by quality first teaching and, where additional support is required, through a range of interventions i.e. Speech & Language, social activity groups and literacy support.

Class assessments are held in accordance with the whole school assessment timetable in order to review the progress of all pupils and monitored by the Year Group HOY.

Where there are concerns that a pupil is not making expected progress or has a disability that prevents or hinders progress, additional provision will be put in place. Early identification is key in order to monitor the progress and development of all learners. Further assessments will take place as required, there will be discussions with key staff to plan for additional support to be in place, and the outcomes expected from this intervention. Intervention will be part of a graduated process and reviewed regularly. You will be invited to contribute to these discussions. If appropriate, your child will be involved too.

Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support.

Targets and actions to help your child overcome any difficulties will be carefully recorded by the school in a SEND Support Plan or Individual Education Plan (following the graduated response of Assess, Plan, Do and Review). This will take into account your child's strengths as well as areas of difficulty and ways in which you can help your child at home will also be identified.

The impact of this additional support will be reviewed regularly and you and your child will be invited as part of this review. In some cases, it may be necessary to increase or change the nature and level of support to help your child make progress. This may involve seeking help and advice from specialist agencies such as the Educational Psychologist Service or Speech and Language Service. A referral for support from an outside agency will only be made with your consent.

If, despite increased level and nature of support, it is evident that the severity and complexity of your child's needs require provision beyond that which can be offered by our own resources we will liaise with the Locality SEND Support Panel for guidance and resources where appropriate. This may include a request for an Education Health Care Plan. Education, Health and Social Care will work in partnership with parents to support these pupils to make progress, up to the age of 25 years, if required. This plan will set out the recommended funded provision for the pupil with objectives to be achieved within a time frame. There will be annual reviews and at these reviews, new objectives and targets will be set. Parents are fully involved in this process and will be consulted at all stages.

The SENCo will explain this process, show you how to find out more information about this and give details of parent support organisations that can support you.

Tests and Examinations: Access Arrangements

For some pupils, additional arrangements and adjustments can be made to enable them to fully access statutory tests. This might include additional time, rest breaks, readers or use of a scribe.

A member from the DSEN Team on behalf of the SENCo will talk to you if it is felt that your child would benefit from these additional arrangements.

Curriculum and Teaching Methods (including groupings and interventions): How will teaching be adapted to meet the needs of my child?

Our teachers are trained and supported to adapt teaching to meet the diverse range of needs in each class. Pupil passports where the student's strengths, SEND needs, barriers and how to work with the student are maintained. This includes information from the student on how they feel they can be best supported. Daily planning takes into account individual pupils needs and requirements. Adaptations and reasonable adjustments come in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils, with a long-term goal of encouraging and developing independent learning skills.

If required, interventions that are more specific are available to support groups and individuals to develop key areas of their learning and development. Details of the additional support offered to your child will be included in their SEND Support Plan.

Additional Support

We offer targeted literacy interventions including an intervention called Lexia that is a comprehensive multi-level, multi-text type-reading programme, which aims to improve reading skills. There are speech & language interventions, guided by the Speech & Language Therapist, and to develop self-esteem and confidence, social activity groups. We work with two mentoring organisations and offer ELSA sessions (Emotional Literacy Support Assistant). Structured lunchtime clubs are run when needed.

At Key Stage 4, we offer classroom based academic interventions that are Maths/English for all students including those with special educational needs and disabilities.

We also encourage students to make the most of the varied enrichment programme including clubs before and after school.

Access: What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?

We have an accessibility plan in place to ensure that pupils with SEND and Disability can take part in all aspects of school life. The Academy offers full access to all areas for wheelchair users; specialist adaptable tables are available in practical areas such as Technology, Science and Art. We have numerous disabled toilets and a disability bathroom with an adjustable bench and mobility hoist for toileting. Our three-storey building is serviced by two lifts. The school's accessibility plan is updated annually and can be viewed on the school website. Depending on the specific needs of your child, a more personalised access plan or medical plan will be drawn up in consultation with you. This will be reviewed and updated on a regular basis.

Parents, carers and students with disabilities are welcome to make an appointment to look around the Academy and assess our resources.

Staffing Expertise: How skilled are staff in meeting the needs of my child?

An on-going programme of training is in place to ensure that all teachers/support staff have appropriate skills and knowledge to support provision for students with SEND. Recent training has been facilitated regarding Autism, Specific Learning Difficulties, Speech & Language, Visual Impairment Service, Academy Behaviour Team and Educational Psychologist.

The SENCo actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

The school also seeks advice and guidance from local special schools and other relevant agencies to help school staff meet the needs of your child to review, evaluate and develop provision for pupils who have the most complex needs.

We have staff with specialised expertise, qualifications and experience including:

- Teaching assistants with level 3 qualifications in supporting in the classroom and experience of supporting pupils with special educational needs and disabilities including Speech & Language, ASC and ASD.
- Speech & Language support – Ekklan trained (Level 3) - to be appointed
- Dyscalculia Advisor
- Emotional literacy support assistant
- Heads of Year
- Specialist Literacy & Numeracy support
- Wellbeing practitioners trained to use restorative approaches to manage conflict
- Transition Class
- Specialist Support Teaching Assistants with enhanced knowledge and skills to support children to manage feelings and make positive relationships within a nurturing environment
- Supporting wheelchair bound students
- BSL Interpreter
- Croydon Talk Bus Service
- ELSA
- Literacy support via Lexia and Fresh start
- Mentors (different Agencies)
- The counselling services of Croydon Drop-In which is located within the building on Monday, Wednesday and Thursday.
- NHS MHST team counselling and Emotional well-being support appointments

External partnerships: What support from outside does the school use to help my child?

The school works with external agencies to seek advice and support to ensure that the needs of all students are fully understood and met. These include:

Educational Psychology Service: Susan Moore Psychology first	This Service provides support for students experiencing learning or behavioural difficulties within the school setting, formulating strategies to share with staff and providing input if an EHC Plan is requested.
Speech and Language Therapy: Louise Needham	This Service provides and supports students with communication difficulties.
Visual Impairment Service: Margaret Williams	If a student has a visual impairment that is not corrected by wearing glasses, the Visual Impairment Service will become involved and give recommendations to staff so that the access is maximised.
Hearing Impairment Service: Louisa	If a student has a hearing impairment, the Hearing Impairment Service will become involved and give recommendations to staff so that the access is maximised.
CAMHS	The Academy liaises with CAMHS for students who are supported by this Service or are referred to this Service.

Mentoring: Reaching Higher	This mentoring service provides transferable skills sessions in sports and leadership, along with 1:1 and small group mentoring.
Croydon Drop in Counselling on site: Sonia Francis	This Service provides support for students at OASP regarding social and emotional development and counselling.
MHST Well-being and Counselling support	Students work with an Emotional Well-being Practitioner and/or counsellor.
Supportive Professional Physiotherapists/ Occupational Health Therapists	For those pupils with a physical disability, a physiotherapist OR Occupational Health Therapist may visit the Academy to check on the setting and access to all areas. Some students need regular exercises to improve their mobility, and this can be provided during the Academy Day by staff if a specialist provides training.
Paediatricians	Information from paediatricians is welcomed enabling parents to understand their child's needs more fully. School should be informed so that necessary adjustments can be made to support students.
SEND Team for Croydon Local Authority	If a pupil undergoes Statutory Assessment, leading to an Education, Health and Care Plan (previously statements) a Local Authority Case Worker will be allocated to the student.
Family Lives Parent Partnership Service: Tel 020 3131 3150	The Parent Partnership Service provides independent information, advice, and guidance for parents /carers of children and young people with SEND.
Virtual School for Children who are Looked After	This service oversees and monitors provision for children who are in care of the Local Authority

Transition: How will the school help my child to move to a new class/year group or to a different school?

We know that children and young people with SEND can become particularly anxious about 'moving on' so we have several procedures to support successful transition.

When moving to and from another school:

We will contact the School SENCo and share information about special arrangements and support that has been made to help your child achieve their learning goals.

We will ensure that all records are passed on as applicable as soon as possible.

When moving between classes, key stages, phases

Information sharing meetings take place with relevant staff.

Where appropriate, there will be opportunities for your child to meet the teacher and other key staff.

When moving to secondary school:

Our SENCo will make contact with the Year 7 leader or SENCo once a school has been named to start planning for transition. Multi-agency meetings may be arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help your child become familiar with the Academy and to reduce any anxieties. Your involvement in this process will be essential to support a successful move. If your child transfers to the Academy and already has a Statement or EHC Plan, a member of the Pastoral or SEND team will attend the review meeting in Year 6 if he/she is transferring to the Academy.

Further information about support and services for pupils and their families can be found in:

- The Croydon Local Authority Local Offer: <https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>
- The Bromley Local Authority Local Offer: <https://bromley.mylifeportal.co.uk/lbb-local-offer.aspx>
- The Sutton Local Authority Local Offer: https://www.sutton.gov.uk/info/200611/suttons_local_offer
- Family space: www.familyspacecroydon.co.uk

Other arrangements to support inclusion of pupil with additional need and engagement with their families

We undertake additional planning and risk assessments to ensure that pupils with SEND can take part in the wide range of extra-curricular activities the school offers, including the Transition Camp, school outings and residential trips.

We review and update our arrangements for supporting pupils on a regular basis.

This report will be updated in September 2024.