

# Oasis Academy Shirley Park Primary

## SEND Information Report September 2023

### Values and Principles that inform our school offer

Oasis Academy Shirley Park Primary is a non-selective Academy open to all religious faiths and those with no faith.

Oasis Academy Shirley Park Primary is committed to providing an appropriate and high-quality education to all the pupils living in our local area. We believe that all pupils, including those identified as having special educational needs or a disability, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all pupils should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all pupils can flourish and feel safe.

Oasis Academy Shirley Park Primary is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

### Information and Guidance – Who should I contact to discuss the concerns or needs of my child?

<p>Class Teacher</p> <p>Enhanced Learning Provision (ELP) Teachers</p> <p>Ms Booth – Willow Class: Lower KS Ms Squillaciotti – Sycamore Class: Upper KS</p> <p><a href="mailto:PrimaryAdmin@oasisshirleypark.org">PrimaryAdmin@oasisshirleypark.org</a></p>	<p>They are responsible for:</p> <ul style="list-style-type: none"><li>• <b>Quality First Teaching</b> is on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. This teaching will be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; using lively, interactive teaching styles and making maximum use of visual and kinaesthetic as well as auditory/verbal learning.</li><li>• Adapting and refining the curriculum to respond to strengths and needs of all pupils.</li><li>• Checking on the progress of your child and identifying, planning and delivery of any additional support required to support progress.</li><li>• Contributing to devising personalised learning plans/SEN support plans to prioritise and focus on the next steps required for your child to improve learning.</li><li>• Applying the school's SEND policy.</li></ul>
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<p>Assistant Principal for Inclusion Mrs Tracy Downton <a href="mailto:tracy.downton@oasisshirleypark.org">tracy.downton@oasisshirleypark.org</a></p>	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>• Coordinating provision for children with SEND and developing the school's SEND policy.</li> <li>• Ensuring that parents are involved in supporting their child's learning and access, reviewing how their child is doing in school and kept informed about the range and level of support offered to their child.</li> <li>• Liaising with a range of agencies outside school who can offer advice and support.</li> <li>• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.</li> </ul>
<p>Principal – Primary Phase Ms Laura Evry <a href="mailto:laura.evry@oasisshirleypark.org">laura.evry@oasisshirleypark.org</a></p>	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>• The day-to-day management of all aspects of the Primary school, including the provision made for pupils with SEND.</li> </ul>

**Assessment, Planning, Doing and Reviewing – How can I find out about how well my child is doing?**

If a pupil has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of the educational facilities available at the academy, then additional provision may need to be put in place. Early identification is built into our overall approach to monitor the progress and development of all pupils. Any intervention will be part of a graduated approach following the cycle of 'Assess, Plan, Do and Review. This is a 3-stage process. Initially, at Stage 1, the class teacher will consider any adjustments that may need to be made and will review progress with these provisions in place. Stage 2 - Involvement of the phase leader will follow if concerns remain. If concerns continue to remain, despite adjustments and interventions at stage 2, then pupils may be referred to the Assistant Principal. This will be Stage 3 and may involve referral to outside professionals for advice or assessment. Pupils at Stage 3 will have an SEN support plan with desired outcomes to be achieved and details of any additional provision that may be in place. Each term, parents will be given the opportunity to be fully involved in the review of progress towards these planned outcomes, when SEN support plans are shared.

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

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 high quality inclusive teaching and, where additional support is required, through a range of adjustments and interventions i.e. Speech & Language, literacy small group teaching, additional adult support provided by teaching assistants etc.

If a pupil fails to make adequate progress despite any extra provision, then specialists should be considered, including outside agencies. Recommended strategies and resources will then be put in place and progress will continue to be tracked regularly. If this is not adequate after a period of time, then a Statutory Assessment referral may be considered. If this referral is submitted and accepted then an Education, Health and Care Plan may be issued. 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 of provision and outcomes. At these reviews new objectives and targets will be set.

Parents are fully involved in this process and will be consulted at all stages.

Pupils are also invited to share their thoughts and views about their additional needs and are able to suggest what helps them most with their learning. This information is recorded in SEN passports (an ongoing record of additional needs) and SEN plans (an annual record of needs with targets/reviews included).

Assessment of pupils' progress in reading, writing and maths is carried out by class teachers each term. These assessments are analysed to establish any trends or individual concerns.

Senior leaders hold pupil progress meetings each term with class teachers to assist planning for any changes in provision or interventions that may be necessary.

Pupils' needs are highlighted on teachers' planning.

School SEN Support Plans are written three times per year with specific targets. These targets are reviewed and shared with parents and all adults teaching the pupils.

Tests and Examinations: Access Arrangements:

For some pupils, additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or use of a scribe. Phase Leaders will inform you about the eligibility and applications for these arrangements.

#### Curriculum and Teaching Methods – How will teaching be adapted to meet the needs of my child?

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupils' needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Learning support assistants may support pupils with their learning objectives. They can adapt, for example, by providing writing frames, enlarged text and simplified instructions. Monitoring takes place to avoid pupils becoming over-reliant and dependent on this focused adult support. Independent learning will remain a priority for all pupils.

Children are supported through adaptive planning, responsive teaching and use of resources/additional adult focus to work in their classes on all areas of the curriculum.

Visual timetables are present in all classrooms to ensure every child knows which lessons are planned, including any changes to routines.

Workstations in class are provided for some individuals/pupils if this is helpful to meet their needs.

Materials for use in class are adapted according to need. Larger print and individual instructions are given to those with a visual impairment.

If a pupil has a physical difficulty, then access will be supported through walking frames and wheelchairs as provided by the relevant outside agency. Risk assessments may be in place for some pupils.

If a Looked-After pupil has additional needs, then these are discussed via termly PEP meetings. Mrs Downton is also the Designated Teacher for Looked After Children so she can provide an overview of the need and provision in place.

Staff are kept up to date with relevant training via a comprehensive CPD schedule. Some SEN training takes place in-house via the Assistant Principal for Inclusion, some is delivered via OCL trainers and some is provided via outside agencies, for example, the EP service, professional bodies, and local training.

#### Enhanced Learning Provision (ELP)

Oasis Academy Shirley Park Primary has a Local Authority provision within the academy, called an Enhanced Learning Provision (ELP). Placement in this provision is allocated by the Local Authority SEN Team to pupils with an Education, Health and Care Plan, in consultation with the academy. These pupils receive specialist teaching and support through small group work for their basic skills and may also integrate into their mainstream classrooms, with some support, if appropriate. This is judged on an individual basis. The ELP at Oasis Academy Shirley Park Primary is designated as a provision for pupils with moderate learning difficulties (MLD) plus additional needs such as speech and language difficulties. A speech and language therapist offers some support to the Enhanced Learning Provision pupils who are on caseload. The provision offers 14 places.

'The Orchard' Enhanced Learning Provision is made up of Willow Class (lower years) and Sycamore Class (upper years). Each pupil belongs to one of these classes dependent on their age or ability. The classes work closely together so that the specific needs of individual pupils can be met. The Orchard is supported by our team of experienced SEND teachers and SEND teaching assistants.

The school has also introduced a further group into The Orchard, which is known as Olive Group. This is a group of pupils who the school has identified as having difficulties with social communication and/or learning. This is accessed as a short-term provision to deliver targeted support.

The Orchard learning environment is based at the Middle School site and is set up across three classrooms and an outside learning area.

These provisions will be offered full time for pupils who require whole day support at this level. Some pupils may access mainstream if appropriate.

Pupils have frequent opportunities to develop their physical and social skills in a nurturing environment as well as working on their literacy and numeracy next steps. Pupils in the provision will access an adapted national curriculum alongside their peers.

The ELP is an integral part of the provision made by the academy. Whilst admission processes are different, and a different funding methodology applies, our Academy Council is responsible for the provision made through the ELP because all of the pupils are on the academy roll.

To facilitate progress in particular areas of need the school has the following interventions in place (these are in addition to high quality inclusive teaching)

Intervention	Description
Literacy: Phonics	Some pupils may need extra input with elements of phonics. The programme that we use to support this work is SfA Phonics. In consultation with class teachers, children will be offered further targeted support in small groups.
Toe by Toe	This is a highly structured multi-sensory reading and spelling programme delivered 1:1 daily.
PAT (Phonological Awareness Training)	This is a programme designed to help children read, spell and write phonically regular words via an onset and rime model.
Pre-Teach	This is an intervention which involves some children accessing early teaching of concepts to be taught so that they have a familiar basis on which to build new knowledge/understanding. This usually takes place in a small group.
Post-Teach	This is an intervention which involves some children accessing 'top-up' teaching of a new concept that they may have struggled to understand. This usually takes place in a small group.
Speaking and Listening	We run Talk Boost groups at KS1 and KS2. This is a short-term intervention for pupils with gaps in their speaking and listening skills. In Reception, our staff will implement the Wellcomm S&L screener to identify pupils with gaps in their speaking and listening skills. Small group interventions will then be implemented for those pupils who have been identified as requiring further support.
Love2Communicate	We have a visiting SALTA, who comes in each week for the day from this private Speech Therapy team. They have a caseload of pupils that have been identified as having some speech and language needs. The SALTA works on these identified needs 1:1 or in small groups, as required.

Counselling Service	Pupils who are struggling emotionally for any reason may not be able to learn easily at school. Class teachers can refer pupils for support from the Counselling Service with parental consent. Our school counsellors will work confidentially with pupils over an agreed period of time. We currently have one counsellor on each school site. They work as part of the Wellbeing Team.
ELSA (Emotional Literacy Support Assistant)	For some pupils, regulating their own emotions or learning to share their worries can be an important intervention. Working as part of the Wellbeing Team, our trained ELSA runs short term targeted sessions for individuals or small groups, where social skills and emotional learning takes place.
Access – What arrangements are made to enable my child to benefit and take advantage of the school curriculum and extra curriculum activities?	
Adjustments have been made to ensure that all pupils with a disability will not be at a disadvantage. Entry and exit to our buildings are accessible to wheelchairs, with ramps in place. For those pupils with a visual impairment, materials are adapted and lighting in the room is considered on an individual basis following advice from the Visual Impairment Service. For those pupils with a hearing impairment, we work closely with the sensory support service, to implement strategies that have been recommended in care plans. Reviews and visits are held with professionals from this service to ensure adjustments are in place to support individuals with these additional needs. At all times we will work with outside agencies to ensure that the education on offer at the academy is accessible to every pupil.	
External Partnerships – What support from outside does the school use to help my child?	
The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:	
Agency	Description of support
Parents	Oasis Academy Shirley Park Primary works in partnership with parents and carers so that the best outcomes can be achieved. Each term, parents of pupils with SEND will have an opportunity to meet with staff to discuss the support plan in school and review the targets set. For those pupils who have undergone Statutory Assessment there will be a formal annual review with parents, class teachers and any outside agencies. The views of pupils themselves are always a consideration.
Educational Psychologist: Susan Moore	If pupils do not make sufficient progress despite intervention over time in school, then we can ask our Educational Psychologist to become involved. Susan Moore has a number of allocated days each term to support our SEND pupils. Her work involves consultation with parents, observations and assessments of pupils, and attending reviews with staff and parents. She is also available to advise and train school staff as required.
Speech and Language Therapy (NHS)	We know that the development of speech and language is a prerequisite for good progress in literacy. All the pupils are monitored closely and support in school is put in place where this is required. If the difficulty persists, then a referral to the NHS S&L team can be made. Parental consent is required for this. For those in the ELP, our link therapist will be working on the speech and language of all pupils who need this intervention. Parents must give their consent for Speech and Language involvement and are invited to give their views at the time of referral. An initial assessment will be completed at a local clinic and if therapy is offered, this can sometimes take place during the school day at the academy (currently this is only available for ELP pupils). Care plans are written with

	targets that should be worked on at home and school. Parents can ask for advice about these plans either from the therapists or at school by contacting Tracy Downton.
Visual Impairment Team	If a pupil has a visual impairment that is not easily corrected by wearing glasses, the Visual Impairment Service will become involved. Staff will come into school to observe the pupils in class and give recommendations to school staff so that the pupils' access to lessons is maximised. They will also liaise with parents/carers.
Hearing Impairment Team	If a pupil has a hearing impairment, whether this involves use of hearing aids or not, the Hearing Impairment Service may become involved. Staff will come into school to observe the pupils in class and give recommendations to school staff so that the pupils' access to lessons is maximised. They will also liaise with parents/carers. An access plan will be shared with school staff which outlines recommendations.
Occupational Therapy team (NHS)	If a pupil has a recognised difficulty with sensory issues, restlessness, posture, hypermobility, etc, then they may have a care plan provided by the OT team. Reviews may take place via observation in school and liaison with school staff. Strategies will be shared with staff for implementation in class.
SEN Team for Croydon Local Authority	If a pupil undergoes Statutory Assessment leading to an Education, Health and Care Plan, then a local authority SEN case worker will be allocated to the child. This case worker is a member of the SEN Team who helps to decide on the provision that the child needs and the funding required. Parents will be able to take an active role in deciding which placement can provide this provision. At times, transport may be provided if the placement is over a certain distance. For information, please refer to the local authority transport policy, which the case worker will be able to provide.
Croydon Locality SEN Support (CLSS)	We are working with a cluster of local schools, who together have been given funding to provide early intervention and better targeted help to support children and young people with SEND. This early help may be in the form of advice, school to school support, referral to specialist services, or additional resources, including early years special needs funding (SENIF). Presently this scheme is only for Croydon residents and will not impact on students who already have an Education & Health Care Plan or those in the Enhanced Learning Provision.
Child and Adolescent Mental Health Service (CAMHS)	A referral to CAMHS can be made if your child has social and emotional difficulties. If there is also a possibility of ASD or ADHD, this would also involve a referral to the CAMHS team. Both home and school provide details about the issues and recommendations may be made to parents and school staff following assessment.
Virtual School for children who are Looked After	This service oversees and monitors provision for children who are in the care of a Local Authority. The staff liaise with Tracy Downton, the designated teacher for children in care, at the primary and are available to attend meetings, reviewing progress of looked after children. Carers are fully involved.
Family Lives Parent Partnership (PIP)	Provide independent information/advice and guidance for parents/carers of children and young people with SEND.
Physiotherapists	For those pupils with a physical disability/difficulty, a physiotherapist may visit the academy to check on the setting and access to all areas. Some pupils need regular exercises to improve their mobility and this can, at times, be provided during the academy day by our staff, if training is provided by a specialist.

Paediatricians	We welcome information from paediatricians which will enable us to understand your child's needs more fully. Please keep us informed so that we can make any necessary adjustments to support your child.
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**Transition – How will the school help my child to move to a new class/ year group/ building or to a different school?**

Children and young people with SEND can become particularly anxious about moving on so we seek to support successful transition in the following ways:

- When moving class/year group/building: There will be opportunities for pupils to visit the new class/teacher/building. A social story or transition book may be put into place if needed.
- Year 6/7 transition: The Assistant Principal for Inclusion will attend the Primary to Secondary transition day meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact. If needed, a more detailed transition plan can be put into place with additional visits and a social story. As we are an all through academy, transition from Key Stage 2 to our secondary phase is well planned. Inclusion staff from the secondary phase also visit the primary in the summer term of year 6 to meet those pupils with special educational needs in order to ensure appropriate provision for them if they are transferring to the secondary phase for year 7. Links are also made with other secondary schools in summer term to ensure handover of relevant information. For those pupils with a disability, access arrangements will be put in place. For those pupils with an EHCP, the annual review will take place in summer term, with the receiving secondary setting invited to attend.
- When moving to another school: We will contact the school Inclusion Manager and share information about special arrangements and support that has been made to help your child progress. Transition is made as smooth as possible through meetings, social stories and visits.

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

- The Local Authority Local Offer: – [www.croydon.gov.uk/education](http://www.croydon.gov.uk/education)
- Family Space: [www.familyspacecroydon.co.uk/](http://www.familyspacecroydon.co.uk/)
- Croydon SENDIASS: <https://www.kids.org.uk/croydon-sendiass>