

Oasis Academy Shirley Park Primary

SEND Information Report September 2018

Values and Principles to inform 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 schools 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 - Reception, Year 1 & Year 2</p> <p>Mrs Buskell – Sycamore Class Years 3, 4, 5 & 6</p> <p>PrimaryAdmin@oasisshirleypark.org</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Quality First Teaching 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. • Adapting and refining the curriculum to respond to strengths and needs of all pupils. • Checking on the progress of your child and identifying, planning and delivery of any addition support required to support progress. • Contributing to devising personalised learning plans/SEN support plans to prioritise and focus on the next steps required for your child to improve learning. • Applying the school's SEND policy.
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<p>Assistant Head Teacher for Inclusion Mrs Tracy Downton tracy.downton@oasisshirleypark.org</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> • 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, reviewing how their child is doing in school and kept informed about the range and level of support offered to their child. • Liaising with a range of agencies outside school who can offer advice and support. • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
<p>Head Teacher – Primary Mr Adam Browne adam.browne@oasisshirleypark.org Mrs Joanne Botley joanne.botley@oasisshirleypark.org</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the Primary school, including the provision made for pupils with SEND.

Assessment, Planning and Review – 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 will 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. Pupils will have an SEN support plan with desired outcomes to be achieved and details of the additional provision to be put in place. Each term parents will be given the opportunity to be fully involved in the review of progress towards these planned outcomes.

If a pupil fails to make adequate progress despite this 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 will be considered. If this referral is submitted and accepted then an Education, Health and Care Plan will 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.

Assessment of pupils' progress in reading, writing and maths is carried out by their 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 Assistant Heads 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 in class support pupils with their learning objectives. They can adapt the work set by, for example, providing writing frames, enlarged text and simplified instructions. Monitoring takes place to avoid pupils becoming over reliant and dependent on this focused adult support.

Pupils are grouped for literacy using the SFA programme according to their reading ability. For those with difficulties, placements in smaller more supported groups are provided.

Children are supported through differentiation and adult support to work in their class in topic and science work following the 'International Primary Curriculum' (IPC)

Visual timetables are present in all classrooms to ensure every child knows what 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.

Enhanced Learning Provision (ELP)

Oasis Academy Shirley Park Primary has a Local Authority provision within the academy, called an Enhanced Learning Provision (ELP). A placement in this provision is allocated to pupils with an Education, Health and Care Plan by the Local Authority, 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 in the afternoons, with some support, if appropriate. This is judged on an individual basis. The specific remit for entry into the ELP at Oasis Academy Shirley Park Primary is for those pupils with moderate learning difficulty 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 case load.

Within our setting, there is a Key Stage 1 and a Key Stage 2 ELP group, with a combined total of 14 places. From September 2018, these provisions will be offered full time for pupils who require whole day support at this level. All of the pupils have an Educational, Health and Care Plan. There is a specialist teacher and an SEN teaching assistant allocated to each of these groups. The younger pupils follow an early years' curriculum until they are ready for the next stage. These 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. Most of these pupils will transfer to our Key Stage 2 group where they will further develop their skills in a more class-based environment. Pupils in the provision will access the 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 quality first 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.
Literacy: Dyslexia Gold	For some pupils who need focussed support for spelling difficulties and eye tracking, we offer Dyslexia Gold as an extra intervention. This programme can also be used as an assessment tool to identify weaknesses in these areas. This programme can also be accessed from home using the same login details.
Literacy: English	Some older pupils may require further support with elements of grammar, story structure, comprehension or general written work. They will be offered targeted small group support which will focus on the areas of need.
Language: Partners in Talking Project	Pupils in reception who have some delay in their speaking or understanding will be given the opportunity to work in groups of around four for about half an hour with Mrs Diane Cross, on a twice weekly basis. Mrs Cross is an experienced special needs teaching assistant who has had extra training in speech and language development. Her programme of work is monitored by the Speech and Language Service. If a pupil continues to need support into year 1 then they may be referred to the Speech and Language Service or given some extra group work in year 1 if appropriate.

Speaking and Listening	Some pupils who have care plans from the Speech and Language Service will be supported in small groups by Mrs Cross. She will focus on the targets that have been identified in the care plans. Other pupils may also benefit from this intervention if they have been identified by their class teachers as having gaps in this area.
Numeracy: Catch Up Numeracy	If we find that a child is falling behind in maths and has not managed to grasp basic concepts then they can work individually with a trained learning support assistant on the 'Catch up Numeracy' project. This programme starts with detailed assessments to find out exactly where difficulties lie, and pupils are taught these skills in an interesting way using various pieces of equipment and a variety of materials so that concepts can be practised until they are secure. They meet twice a week for at least a term, depending on progress made.
Counselling Service	Pupils who are under stress 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 counsellor will work confidentially with pupils over an agreed period of time.
Place2Be	Place2Be is a national service that provides emotional support to pupils in a variety of ways. Initially, they offer drop-in sessions for pupils, known as Place2Talk – this is self-referral by the pupil. Parents may opt-out of this service by contacting the school. They also offer individual counselling sessions to identified pupils. This will be initiated only with parental consent and following discussion between counsellor and parent. Place2Be are also able to offer parental support where appropriate.
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. Some pupils require specific programmes of exercises to improve their mobility and we are able to offer support from class learning support assistants following training from the allocated physiotherapist. 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 with pupils, and attending reviews with staff and parents. She is also available to advise and train school staff as required.
Speech and Language Therapy	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 can be made to the Speech and Language Service. Our link therapist will consider this referral for a mainstream pupil, following a discussion with staff at school. For those in the ELP, our link therapist will be working on the speech and language of all ELP 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 done at a local clinic and if therapy is offered this can often take place during the school day at the academy. 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 staff so that the pupils' access to lessons is maximised. They will also liaise with parents/carers.
SEN Team for Croydon Local Authority	If a pupil undergoes Statutory Assessment leading to an Education, Health and Care Plan then a local authority case worker will be allocated to the child. This case worker is a member of the SEN Team who decides 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 can 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.
Child and Adolescent Mental Health Service (CAMHS)	A referral to CAMHS can be made, following a recommendation from our Educational Psychologist, if your child has social and emotional difficulties that could mean a medical diagnosis is a possibility. 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 the 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)	They provide independent information and advice and guidance for parents/carers of children and young people with SEND.
Physiotherapists	For those pupils with a physical disability, 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 we can make any necessary adjustments to support your child.

Mighty Men of Valour

For those pupils who are struggling with their behaviour/emotions, we are able to offer support from an independent mentoring service. This provides twice weekly 1:1 sessions for pupils to explore ways of managing their difficulties in a better way.

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 by:

- When moving class/year group/building – An information sharing meeting will take place with the new teacher. There will be opportunities to visit the new class/teacher/building. A social story may be put into place if needed.
- Year 6/7 transition – The Assistant Head Teacher 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.
- 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 pupil and their families can be found in:

- The Local Authority Local Offer: – www.croydon.gov.uk/education
- Family Space: www.familyspacecroydon.co.uk/