

Oasis Academy Shirley Park Secondary

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

Values and Principles that inform our school offer

“Support for disabled students and those with special educational needs is highly effective ensuring that their achievements are similar to those of their peers and are significantly better than those recorded nationally.” (OFSTED Oasis Academy Shirley Park, November 2013)

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 SEN. In doing so, we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Code of Practice for SEN.

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 personalising teaching.
- 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 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 SEN and developing the school’s SEN 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 SEN needs.

He/she is responsible for:

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

Principal
Louise Lee
Associate Principal
Adam Browne

SEN Governor	He/she is responsible for: <ul style="list-style-type: none"> Supporting the school to evaluate and develop the quality and impact of provision for pupils with SEN across the school.
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**SEN 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 SEN 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 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 termly in order to review the progress of all pupils and monitored by the Year Group APA.

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 SEN 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 a request for an Education Health Care Plan may be initiated. 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 as with Statements that were previously issued. 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 Arrangement

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 she feels 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?

“The Academy’s unstinting commitment to ensuring equality of opportunity and tackling possible discrimination is witnessed in the excellent progress made by various groups, including disabled students and those with SEN.” (OFSTED Oasis Academy Shirley Park, November 2013)

“The effectiveness of teaching is also enhanced by the quality of classroom assistants.” (OFSTED Oasis Academy Shirley Park, November 2013)

Our teachers are trained and supported to adapt teaching to meet the diverse range of needs in each class. Staff are supported with information from Pupil Profiles where the child has given their views on how they feel they can be best supported. Pupil Support Plans where the student’s strengths, SEN needs, barriers and how to work with the student are detailed. 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.

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 SEN 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. Structured lunchtime clubs are run when needed.

Students who may have difficulty at transition from Key Stage 2 or others who may be emotionally more vulnerable can be referred to our transition group that focuses on raising student’s literacy and numeracy levels, self-esteem, independence and confidence in a nurturing environment.

At Key Stage 4, we offer a wide range of classroom based academic interventions that are subject based for all students including those with special educational needs and disabilities.

We also encourage students to attend the after school clubs offered by the Academy, in particular the Homework Club which runs from Monday to Friday from 3.00 p.m. to 4.30 p.m.

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 SEN 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 and support staff have appropriate skills and knowledge to support provision for students with SEN.

Recent training has been facilitated regarding Autism, Speech & Language, Visual Impairment Service, Academy Behaviour Team and Educational Psychologist. There has been training on SEN changes and the new Code of Practice.

Our 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 SEN.

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, ASD level 2 and experience of supporting pupils with special educational needs and disabilities including Speech & Language, ADHD and ASC.
- Speech & Language support – Elklan trained (Level 3)
- Dyscalculia Advisor
- EAL Specialist
- Behaviour mentors trained to use restorative approaches to manage conflict
- 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 signer
- Talk Bus
- The counselling services of Place2Be which is located within the building on Tuesday mornings and all days on Thursday and Friday.

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 students are fully understood and met. These include:

Educational Psychology Service: Susan Moore	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: Makeda Amoah	This Service provides and supports students with communication difficulties.
Visual Impairment Team: Dipti Patel	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: Andrew Thring	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.
School Nurse	The School works with the school nurse for guidance and training
CAMHS	The Academy liaises with CAMHS for students who are supported by this Service or are referred to this Service.
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.
SEN 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.
The Place2Be: Hayley Southern The Place2Talk: Hayley Southern	This Service provides support for students in Key Stage 3 with regard to social and emotional development and counselling.
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
Croydon Behaviour Team: Val Burrell-Walker	

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 SEN 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: <http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>
- 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 SEN can take part in the wide range of extra-curricular activities the school offers, including the Harmony 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 2020.