



Oasis Academy Watermead 2022-23

Special Educational Needs and Disabilities Information Report

Updated September 2023



Who is the Special Educational Needs and Disabilities Co-ordinator (SENDCo)?

A SENDCo is responsible for the day-to-day operation of the school's SEND policy. The SENDCo will co-ordinate additional support for pupils with SEND and liaise with their teachers, parents and other professionals involved in their care.



The SENDCo at Oasis Academy Watermead is Mrs Hudson. She is also an Assistant Principal. Mrs Hudson joined Oasis academy Watermead in February 2023. She is an experienced teacher working in several different South Yorkshire and Derbyshire schools. Alongside her teaching qualifications, she is a member of the Chartered Teaching College, has Chartered Teacher Status and completed the National Award in Special Educational Needs (NASENDCO).

You can contact Mrs Hudson by emailing:
SENDCO@oasiswatermead.org

Further information about Schools SEND and the Local Offer can be found on the school website.

<https://www.oasisacademywatermead.org/learning/special-educational-needs-and-disabilities>

How does Oasis Academy Watermead make sure all staff can support everyone?

At OAW, all teachers are teachers of children with SEND. To ensure that teachers provide the best possible support for children with SEND, the SENDCo ensures:

- Regular and strategic monitoring of classroom practices is completed to ensure the needs of individual children are being met and that support outlined in documentation (My Plan, Extended Support Plans, EHCP etc.) is being adhered to.
- All teachers follow the graduated approach to ensure early intervention.
- Training is provided to all teaching and non-teaching staff with regards to SEND.
- Training is provided to all teaching assistants in the interventions that they run.
- Training, advice or/and signposting to appropriate resources is given to teaching staff who want/ need advice on a SEND provision.
- There is a strong link between the SEND and pastoral teams.
- Teaching staff have the most recent information regarding key pupils.
- SEND Inclusion Review Meetings are held 3 x per year with class teacher and parents invited to SEND meetings.



How does Oasis Academy Watermead promote inclusion?

At Oasis Academy Watermead we aim to live out the Oasis ethos and vision in all that we do both within our place of work but also in our daily lives. We genuinely care about each and every person and want our children to sparkle and shine in all that they do. Their enthusiasm and joy in discovering new things has already become infectious across our learning community and beyond.

Our team are passionate about achieving the very best for every child. We are delighted to be an outstanding school where inspirational teaching and learning is our promise to you. Children, their families, and our community are invited to be part of celebrating each moment of our journey alongside us, so we can together feel proud of all that can be achieved.

We are a multi-cultural school, dedicated to inclusivity and equality. As a school of sanctuary, we provide a nurturing, safe learning environment for everyone, and aim to support each and every child to reach their potential through their whole education.

As a further commitment to inclusion, OAW also:

- Takes part in awareness events such as wellbeing week, anti-bullying week, odd socks day, and mental health awareness week.
- Celebrate all learners.
- Supports other awareness days e.g., Autism awareness day.
- Promotes the Oasis 9 habits and embeds them throughout the curriculum.



How does Oasis Academy Watermead identify children who may have SEND?

OAW has a clear approach to identifying and responding to SEND. All teachers are responsible for identifying children with SEND and, in collaboration with the SENDCo will ensure that those students requiring different, additional or adapted support are identified at an early stage.

Information to assess whether a child has special educational needs is collected in a number of ways:

- Information is requested in children's admissions packs to help the SENDCo identify any children who may require additional support on entry to the academy.
- Home visits are carried out by our nursery team upon securing a nursery place.
- Liaisons are made with nurseries or other settings to gather information on previous support in place when children join the school.
- The Academy regularly gathers information about every child's progress, alongside national data and expectations of progress/academic data is updated three times a year. Progress which is: significantly slower than that of their peers starting from the same baseline; fails to match or better the student's previous rate of progress or fails to close the attainment gap between the child and their peers **may** indicate SEND.
- A class teacher may follow the 'SEND Provision Cycle at OAW' if they have concerns about a child. This referral will be triaged using a range of assessment tools and actioned by the SENDCo. If concerns are raised, following a monitoring period, parents will be invited to a meeting with the class teacher and SENDCo.
- The Birmingham Oasis Academy Toolkit (BOATs), is used to assess cognition and learning and provide targeted intervention strategies, for example Precision Teaching.
- Parents can make an appointment to meet with their class teacher at any time should they have any specific concerns. They may wish to bring a list of points to discuss. Appointments can be made by speaking to the teacher to arrange a convenient time.

What types of SEND are there?

The SEND code of practice recognises 4 main areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health
- Sensory and/or physical

Across the local authority we use the Sheffield SEND Support Grid which categorises need as:

1. Communication and Interaction

1A – Speech and language

1B – Social communication including Autism

2. Cognition and Learning

2A – General learning difficulty

2B – Specific learning difficulty

3. Social Emotional and Mental Health

3A – Emotional Regulation

3B – Mental health

4. Sensory and/or Physical

4A – Visual impairment

4B – Hearing impairment

4C – Physical

4D – Medical

Sheffield
City Council



Sheffield Support Grid

What is the plan, do, review process?

The plan, do, review process is a cycle of support as detailed in the SEND code of practice.

Initial Cycle

A child is not making expected progress or is struggling in their learning.

- If the situation has improved no further action is required.
- If the situation remains the same or has worsened, a referral to the SENDCo will be done
- A meeting will be had with parents



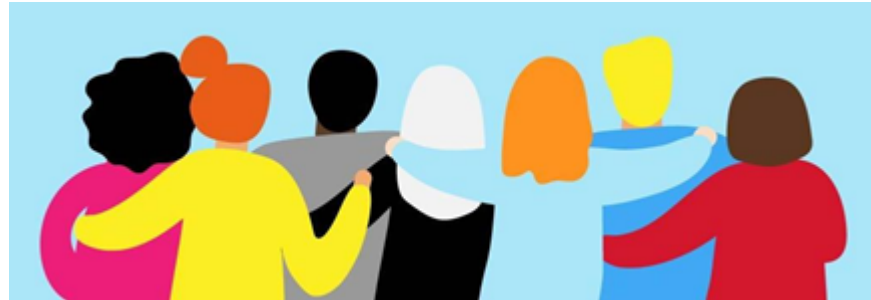
- The teacher will organise the correct intervention.
- The teacher may use the Birmingham Toolkit to identify the correct response.
- Scaffolds and support may be increased in certain areas.

- Intervention will be carried out daily/weekly
- The teacher will continue to implement strategies
- Additional resources may be sent home for practise

What is the SEND register?

In consultation with parents/carers and staff, children will be added to the SEND support register at OAW if:

- Significant support is needed to access learning at the academy, beyond our planned and allocated provision, including outside agency support.
- The child is working significantly below age related expectations (ARE). —usually, 2 years below in one or more key area (Reading, Writing, Maths).
- The child has a medical diagnosis that significantly impacts on learning and the academy has made significant adjustment (usually adult support) to give them access.
- The child has a SEND support plan, My Plan, Extended Support Plan or EHCP.



How will learning and targets be reviewed?

Once a child is added to the SEND register at OAW a review meeting is held once a term. The SENCO will undertake an inclusion review meeting with the teacher before inviting parents/carers to a SEN Review Meeting. At each review meeting the effectiveness of the support, interventions and their impact on the child's progress are reviewed. The views of the child and their parents are integral to this process. At a review meeting the following actions may be taken:

The SENDCo, working with class teachers, may revise the support considering the child's progress and development, and will decide on any changes to the support and outcomes in consultation with the parent and student.

- If interventions have been successful and the child has made significant progress or is now able to access the academy without support the decision may be agreed to remove them from the SEND Support register.
- If a child is removed from the register, they may still access some support/interventions.
- If a child continues to fall behind their peers or be unable to access the academy without support, they will remain on the SEND register.
- New interventions /support will be discussed, and progress reviewed against targets set.
- The child's SEND Support Plan will be updated to reflect the changes to the support agreed.
- If a student continues to make less than expected progress, despite support and intervention, the academy may involve specialists, both inhouse and from outside agencies.



How will everyone ensure transition is successful?

OAW has close links with feeder pre-schools, nurseries and other primary schools. Reception staff will liaise with pre-schools and nurseries prior to children starting with us in Reception. The SENDCo may also discuss individual pupils with their current settings. If SEND meetings are arranged in the summer term, a representative from OAW may attend. If a student has an Education and Health Care Plan (EHCP), we will be consulted by the local authority before any decision is made to admit to the academy, to ensure that the academy is suitable for the student and his/her needs. If the academy is suitable, the SENDCo will be present at the transition meeting, or at a meeting with the Pre-School provider where possible.

If a child joins OAW from another school the SENDCo will contact the child's first school to ensure any information about the child's needs is given so that their needs continue to be met and where possible, support continues.

At the end of each school year, children will transfer classes up to the next year group. It is vital that this transition is smooth for all children, but particularly those with special education needs. At Oasis Academy Watermead this is ensured by:

- Familiarising teaching staff with the child/ren and their needs.
- Teaching staff and teaching assistants are given SEND support plans, My Plans, Extended Support Plans, EHCP's and any other information required to ensure effective education and provision.
- Holding transition meetings with parents, the new class teacher and possibly the SENDCo.
- Creating visual transition information and or booklets to support the child to get to know their new classroom and supporting adults.
- Scheduling transition sessions for children to spend time in their new classrooms and with their new teachers and teaching assistants.

The Oasis Way

The Oasis Way is a national strategy for SEND and pastoral care which centres upon a trauma informed pupil based strengths approach. Leaders at Oasis Academy Watermead are completing a national leadership development programme in order to localise the Oasis way to meet the needs of our community.



The Local Offer and SENDIASS

The Local Offer

Sheffield's local offer can be found here:

<https://www.sheffield.gov.uk/schools-childcare/local-offer>

At Oasis Academy Watermead, we work closely with the Local Authority to improve the provision available for children with SEND.

SENDIASS

SENDIASS support can be accessed using the above local offer website:

<https://www.sheffield.gov.uk/schools-childcare/local-offer>

Sheffield SEN & Disability Information Advice and Support (SENDIAS) provides impartial, confidential information, advice & support to parents/carers of children and young people with special educational needs and/or disabilities on a range of topics including SEN/disability specific information, education, SEN statutory processes, available services, disability related benefits, grants and funding.

Telephone 0114 273 6009