



Oasis Academy Watermead 2021-22

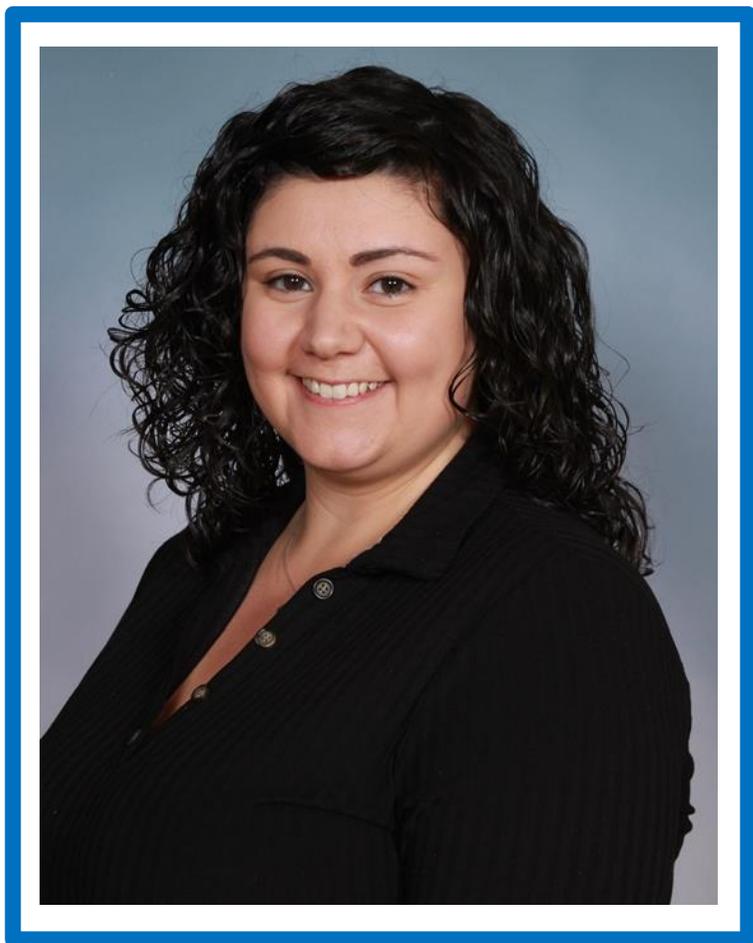
Special Educational Needs and Disabilities Information Report

Updated April 2022



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 Acting SENDCo at Oasis Academy Watermead is Miss Hamed. She is also an Assistant Principal. Miss Hamed has been a teacher at Watermead for 5 years, predominantly in Early Years and KS1. Alongside her teaching qualifications, she has completed an NPQML (qualification in middle leadership) and is currently completing the National Award in Special Educational Needs (NASENDCO).

You can contact Miss Hamed by visiting our school's website <https://www.oasisacademywatermead.org/learning/special-educational-needs-and-disabilities> and completing the SEND contact form.

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 Acting 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, EHCP etc.) is being adhered to.
- All teachers follow the graduated approach to ensure early intervention.
- Training is provided to all teaching staff with regards to SEND.
- Training is provided to 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 Pupil Meetings are held 3 x per year with the child's class teacher and parents.



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.

Here is the link to the Oasis national policy for equality and inclusion:

https://oasiscommunitylearning.finalsite.com/uploaded/National_Policies/Student_Equality_and_Inclusion_Policy.pdf

As a further commitment to inclusion, OAW also:

- Takes part in awareness events such as 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 or additional 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 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 that a child has SEND.
- A class teacher may fill out a 'Referral to SENDCo Form' if they have concerns about a child. This referral will be triaged using a range of assessment tools and actioned by the SENDCo within three weeks. If concerns are raised, then parents will be invited in for a meeting with the class teacher and SENDCo.
- The Birmingham Toolkit is used to assess cognition and learning and provide targeted intervention strategies.
- 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 via ClassDojo or 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



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

Secondary Cycle

Class teachers will complete assessments to determine need. The SENDCo may observe in the classroom.

- SEND support plans are reviewed 3 times a year, once a term.
- A meeting will be held with the class teacher and parents/carers.
- If outcomes are met, new outcomes may be created.
- Referrals to other professionals will be decided here.



- The class teacher will create an SEND support plan that outlines up to 3 outcomes. This will be shared with parents/carers.
- This could be in consultation with other professionals if they are involved.

- Advice from the SENDCo will be implemented in the classroom.
- Children may be observed by other professionals.
- Advice from any reports will be implemented.

What is the SEND register?

In consultation with parents 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 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 with the teacher, parents and possibly the SENDCo. 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 in light of 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 are given SEND support plans, My Plans, EHCP's and any other information required to ensure effective education
- Holding transition meetings with parents, the new class teacher and possibly the SENDCo.
- Creating visual transition booklets to support the child to get to know their new classroom and supporting adults.
- Scheduling transition afternoons for children to spend time in their new classrooms and with their new teachers.

Oasis All Together

Oasis All Together is a new initiative at Oasis Academy Watermead led by our Acting SENDCo, it is a support network for parents with children with Special Education Needs and Disabilities. Oasis All Together is a supportive, understanding environment where parents can gain new information, discuss their concerns and most importantly, come together to help each other.

Oasis All Together runs monthly, on a Thursday, at two different points in the day to try to accommodate as many people's schedules as possible.

Wider professionals within the local authority are invited to attend our meetings to give face to face advice tailored to the needs of each family. This includes professionals from:

- 0-5 Inclusion
- Educational Psychology
- Attendance and Inclusion
- MAST
- The Autism Team

...and many more.

We also have our own Facebook group linked to the academy page for members to share different groups, events, media and information.



The Local Offer and SENDIASS

The Local Offer

Sheffield's local offer can be found here:

<https://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannelnew=0>

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 here:

<https://sheffieldsendias.org.uk/>

Sheffield SEN & Disability Information Advice and Support (SSENDIAS) 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

