Oasis Academy Hadley
Special Education Needs and Disabilities
Information Report
2025

As an Academy we:

- Identify children with SEND (Special Educational Needs and Disabilities) and ensure provision is made in accordance with the SEND Code of Practice.
- Have an appointed SENCO (Special Educational Needs Coordinator).
- Invest in whole Academy and targeted training for staff.
- Ensure that teaching is inclusive and support practices are embedded throughout the Academy.
- Ensure that all teachers understand that they are teachers of SEND.
- Ensure that teachers are kept informed of students with Special Educational Needs.
- Provide information on Academy arrangements for SEND to parents and the Academy Council.
- Plan for transitions from 1-19 years across all Key Stages.
- Publish on the Academy website the Academy SEND policy and a description of the arrangements and specialist provisions made for children with SEND - including the accessibility plan.

Our commitment and vision
The vision of Oasis Academies is to create both outstanding schools and community hubs. As well as delivering first-class and innovative education, Oasis builds 'Hubs' in the area it works in; creating safe and inspiring local neighbourhoods that provide integrated and diverse services to benefit the whole person and the whole community.

Oasis Community Learning seeks to create and sustain networks of excellent learning communities working in the context of the Oasis Ethos where every student can reach their full potential. Oasis believes this can be achieved through clear leadership, outstanding staff, a positive and affirming environment, strong partnership between students, parents/carers and the local community, along with the wider national and international opportunities the Oasis' global operations create.

Our ethos is an expression of our character- it is a statement of who we are and therefore a lens though which we assess all we do. The work of Oasis Community Learning is motivated and inspired by the life, message and example of Christ. This is encapsulated by the following five statements:

a passion to include everyone
a desire to treat everyone equally, respecting differences a
commitment to healthy and open relationships
a deep sense of hope that things can change and be transformed a
sense of perseverance to keep going for the long haul

At Oasis Academy Hadley we interpret the Oasis Ethos through the Hadley Way. The

Hadley Way

- Aspire
  We will have the highest expectations of ourselves and others for both learning and behaviour

- Achieve
  We will be the best we can

- Care
  We will consider others and make positive contributions to the Academy, local and global communities in which we live

- Endeavour
  We will be resilient, enjoy a challenge and not give up easily

Learning and Living in Harmony

Our Commitment to Equality

Equality and inclusion are at the heart of Oasis. We have a passion to include everyone and a deep desire to treat everyone equally. We accept others for who they are and respect differences.

Our aim is to provide an excellent education for all our students. Our way of doing this is to work hard to ensure that all students make good progress. We also aim to meet the needs of the whole person and the whole community because we value the importance of family and community and the part it plays in education. In this sense, every person matters.

Oasis Academy Hadley is an all-through non-selective Academy open to students of all religious faiths and those of no faith. All places at the Academy are free and available to the local community within an admissions policy that mirrors the admissions arrangements for the London Borough of Enfield's schools.

The Academy is a very inclusive environment, and individual students receive high quality help and support when needed. This support is evaluated carefully to ensure that it is having a positive impact. As a result, achievement has risen significantly. Students, including those who have special educational needs or disabilities, make good progress. Students who speak English as an additional language and those known to be eligible for free school meals make outstanding progress.

Who are the best people at the Academy to talk to about my child's Special Educational Need?

	Nursery to Year 6	Years 7 to 13
If you are concerned about your child's overall progress	Class Teacher	Learning Guide
If you think your child may have a Special Educational Need and would like to discuss this	Assistant SENCO Phase 1 (Paul Ching) Assistant SENCO Phase 2 – (Caroline Heath)	
If you feel that your child's needs are not being met by any of the above	Executive Assistant Principal Inclusion (Ms Tobun)	
If you still feel that your child's needs are not being met	The Principal (Mrs Thomspon)	
If you have a complaint about the SEND support for your child	Principal Zoe Thompson (info@oaisishadley.org)	

The class teacher or learning guide is your first point of contact for parents and carers.

The Special Educational Needs Coordinator (SENCO), along with the Assistant Special Educational Needs Coordinators are responsible for coordinating all the support and intervention for children across all Phases

The Special Educational Needs Coordinator is responsible for ensuring that parents and carers are kept informed, that SEN reviews are held overseeing the support and interventions for children with SEND and liaising with all agencies involved with your child and ensure that provision is made in accordance with the SEND Code of Practice.

The Code sets out the following expectations:

- High quality teaching, differentiated for individual children, should be available to the whole class.
- Class and subject teachers being responsible for planning the curriculum and assessing your child's progress, even if they have additional needs.
- High quality teaching, which includes effective assessment and target setting, and will identify children making less than expected progress.
- Where progress continues to be less than expected the class or subject teacher, working with the SENCO, will assess whether the child has a special educational need (SEN).
- Where a Special Educational Need is established, the Academy, in partnership with parents/carers and the child, will work through a four step graduated response: assess, plan, do and review which is an on-going cycle of termly reviews leading to revisions in plans and interventions.
- Where a child with SEN is reaching a point of transition (from Nursery to Reception, Year 6 to Year 7 and year 11 to Sixth Form or other Further Education provision) the Academy will work with the parents and pupil to ensure a smooth and successful transition.
- Where there is sufficient evidence that a child's needs are still not being met through the graduated response and Academy's own resources a decision may be reached to request a Local Authority assessment for an Education and Health Care Plan (EHCP).

- Education and Health Care Plans (EHCP) are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHCP will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living

- The Academy will annually monitor and evaluate the effectiveness of its provision for children with SEN.

How will I know how well my child is doing at the Academy?

We:

- Welcome parents and carers and meet with them at least once a term to discuss their child's progress as part of the Academy Review Process;

- Communicate regularly with parents and carers so we can work in partnership.

- Hold termly Academic Review Meetings.

- Hold a formal Annual Review Meeting if your child has an EHCP where we will report on their progress and provide a written report. If there is a need we will hold more Review Meetings.

What are the different types of support that may be available for children at the Academy?

	Phase 1 (Nursery to Year 5)			
Support for all children across Phase 1	• Academy Family Support • Differentiated curriculum planning, activities, delivery and outcomes • Differentiated resources to support individual needs • Use of visual timetables, visual signs and symbols • High Level of training and support provided by Special Educational Needs Coordinator and Academy Leadership Team • High Quality Teaching by Class Teacher and Early Years Teaching Assistants • ICT provision • In class interventions allocated by Class Teacher led by Teaching Assistant • Regular assessments and review of data to track progress • Student progress meetings • Student profiles with strategies available as advice for staff			
	Cognition & Learning	**Communication & Interaction**	**Social Emotional and Mental Health**	**Sensory and/or Physical Medical Conditions**
Additional support provided for 2 and 3 Year old Nursery	• Targeted phonics intervention. • Individual education plans • Student profiles with strategies available for staff to refer to. • Access to Nurture/sensory room.	• Liaison with local Health Care services. • Speech and Language intervention • Communication friendly practice • Targeted interventions led by Academy Learning Support Assistants • Access to Nurture/sensory room. • Liaison with Pre-school Speech & Language therapist	• Behaviour system of clear rewards and sanctions. • Liaison with Child Development Team. • Personal, Social, Health, Education (PSHE) sessions and Circle Time curriculum to develop Social, Educational, Mental, Health needs(SEMH) • Targeted social and emotional interventions led by the Behaviour Mentor • Academy Team Around the Child and Team Around the Family meetings	• Fine and Gross Motor intervention • Liaison with Child Development Team • Liaison with Occupational Therapist

Transition into Early Years from home or other provider	• Data Exchange • Transition meetings between Health Care visitor and Phase 1 Special Educational Needs Coordinator • Transition meetings between nursery teacher and Early Years teacher • Home visits to parents/carer regarding child's needs and welfare			
	Cognition & Learning	**Communication & Interaction**	**Social Emotional and Mental Health**	**Sensory and/or Physical Medical Conditions**
Additional support provided for Early Years:	• Targeted phonics intervention led by academy staff • Student profiles with strategies available for staff to refer to • Individual support plans • Kinaesthetic learning • Writing frames and key word banks • 1 to 1 or small group work, additional English or mathematics work • 1:1 or small group work through play.	• Access to Speech and Language Therapist where allocated • Targeted speech and Language intervention using guidance from Speech & Language Therapist • Individual support plans • Communication friendly practice and environment	• Access to Children and Adolescents Mental Health Service (CAMHS) with referral consent • Behaviour system of clear rewards and sanctions. • Personal, Social, Health, Education (PSHE) sessions and Circle Time curriculum to develop Social, Educational, Mental, Health needs (SEMH) • Social and emotional intervention. • Individual education plans • Access to nurture/sensory room • Academy Team Around the Student meetings	• Fine and Gross Motor intervention (Tiger Teams) • Liaison with Child Development Team • Individual education plans • Access to School Nurse Service • Liaison with Occupational Therapist • Individual health and Care Plans • Access to nurture/sensory room
Transition into KS1 from Reception	• Transition meetings between Early Years teacher and Key Stage 1 teacher • Transition sessions for children into new class • Liaison between Special Educational Needs Coordinator and class teacher to share individual needs of children • Data Exchange			

	Cognition & Learning	Communication & Interaction	Social Emotional and Mental Health	Sensory and/or Physical Medical Conditions
Additional Support for Year 1 to 6	• Differentiated Literacy groups: Smaller groups where outcomes are set by stage not age approach • Differentiated Mathematics groups: Smaller groups where outcomes are set by stage not age approach • Early Bilingual Reading Group • English as an Additional Language (EAL) Intervention • Individual support • Phonics intervention led by Learning Support Assistant • English as an Additional Language induction programme for new arrivals into the country. • Student profiles with strategies available for staff to refer to. • Individual education plans • Kinaesthetic approach to the curriculum • Writing frames and key word banks • Colourful semantics	• Access to Speech and Language Therapist • Speech and Language intervention led by Learning Support Assistant/Teaching Assistants • Individual education plans • Communication friendly practice/ Environment • PECS	• Access to Behaviour Support Service • Access to Child and Adolescent Mental Health Services (CAMHS). • Behaviour system of clear rewards and sanctions. • Fine and Gross Motor intervention led by Learning Support Assistant • Learning Mentor • Personal, Social and health education (PSHE) and Circle Time curriculum to develop social, emotional and mental health (SEMH) • Individual education plans/ Child Profiles • Academy Team Around the Child and Team Around the Family meetings • Small group interventions • Risk assessments Educational Psychology Service	• Access to Occupational Therapy • Fine and Gross Motor intervention led by Learning Support Assistant. • Individual education plans • Accessible facilities including toilets and lift • Treatment and Medical room • Health and Care Plans • Access to nurture/sensory room

Transition into Year 7 from another school	• Visits to primary schools regarding guidance, welfare and specific information • Attendance at review meetings by invitation from Primary School • Inclusion staff facilitate additional visits for specific/vulnerable students as identified by Primary School • Individual parental visits with student for identified students • Additional adult support at start of term for vulnerable students • Liaison with other professionals such as Primary Behaviour Support Service and Social Care • Students' Induction Day in Summer Term and Year 6 Parent/Carer's Enrolment Evening • Summer School prior to start of Year 7 • Year 7 Parent/carers' evening in early October • Transition groups run in Autumn term for vulnerable students Student support plans established within first few weeks to support students transition for certain vulnerable students

	Phases 2 - 4 (Years 6 - 13)
Support for all children across Phase 2 to 4	• Academy Family Support Advisor • Differentiated curriculum planning, activities, delivery and outcomes • Differentiated resources to support individual needs • Use of visual signs and symbols • High Level of training and support provided by key specialist staff • High Quality Teaching by Subject Teachers • ICT provision / specialist software to support learning • In class interventions allocated by Subject Teacher • Regular assessments and review of data to track progress • Academic Review Meetings • Student support profiles with strategies available as advice for staff • Termly SEND review meeting

	Cognition & Learning	Communication & Interaction	Social Emotional and Mental Health	Sensory and/or Physical Medical Conditions
Additional Support for Year 7 and 8	• Differentiated teaching and planning in all curriculum subjects • 1 to 1 or small group additional Literacy / Numeracy teaching • Homework support • Lunch club • ICT specialist software - Lexia • In-class support (Learning Support Assistant) • Access arrangements support for internal exams • Kinaesthetic learning • Writing frames and key word banks Team Around the student meetings to share needs and strategies with classroom teachers and support staff Student support plans for identified students	• Access to Speech and Language advice and support for students with Educational Health and Care Plans • Communication friendly practice • In-class support • Social skills group • Talkabout • Social stories/Comic strips • Speech and Language assessments and interventions • Visual aids • Visual timetables Team Around the student meetings to share needs and strategies with classroom teachers and support staff Student support plans for identified students	• 1 to 1 or small group sessions with peer or Learning Mentor • Academy Team Around the Student meetings • Full or part time Placement in Academy Resource Centre (Nurture Setting) • In-class support through EHCP provision • • Lunch club • Personalised timetables/curriculum • *Scheduled* sessions in Personalize • Secondary Behaviour Support Service groups and individual mentoring • Small group interventions (Rules & Respect, behaviour 4 Learning, Anger management, Self-esteem, Relationships, Attention and Memory) • Time-out card	• Care plans and risk assessments as provided by the Academy Welfare Officer • If needed Inclusion staff will liaise with the Hospital and Home tuition service. • Some in-class support may address health and safety or access issues. • Specific physiotherapy or occupational therapy programmes may be offered as directed by medical professionals from outside agencies. • Staff are made aware of impairment implications and offer flexible teaching arrangements. • Support may be short, medium or long term to enable access to an inclusive mainstream placement. • The Academy offers an individual response to the wide range of needs from monitoring to full-time support through flexible deployment of resources and personnel • Accessible facilities including toilets and lift • Treatment and Medical room • Medical Support • Personalised learning zone

	Cognition & Learning	Communication & Interaction	Social Emotional and Mental Health	Sensory and/or Physical Medical Conditions
Additional Support for Years 9-13	As above plus: • Guided options choices • Public Examination Access Arrangements support.as identified through assessment •Full or part time Placement in Education Achievement Centre or Academy Alternative Provision •Student support plans			
Transition to Post 16 Education	• Early Careers Interview • Additional guidance and support as to Post 16 options • Support with Sixth Form/College/Apprenticeship applications			
Transition from Sixth Form	• Careers Interview • Support with University/Further Education/Apprenticeship/Work applications			

Across All Phases from Nursery to Year 13
Liaison with Parents

Across All Phases from Nursery to Year 13	
Partner Agencies	• Educational Psychology • Behaviour Support Service • Educational Welfare Service • Enfield Business Partnership (Work placements) • Careers Advice • Work placement • Speech and Language Service • Occupational therapy • Physiotherapy • Youth Offending Team • CAMHS (Children and Mental Health Services) • Enfield Parent Partnership • Home and Hospital Teaching Service • Pupil Referral Units • Special School Outreach Service • Enfield Virtual School for Looked After Children • Disability database • Parent support groups • Fresh Steps, ACE, CONEL and Barnet & Southgate, and other off-site education providers. • Enfield Young Carers Project • Enfield Young People's Project • Social Care and MASH Team • Enfield Special Education Needs Panel.
Continuing Professional Development for Academy staff	• Whole Academy Training from internal / external sources • Targeted faculty / individual training • Master classes training • Sharing of good practice • Inclusive practice self-evaluation • Rolling programme of training on health issues, epilepsy, anaphylaxis etc.

What happens if my child with SEND makes very little progress at the Academy?

- Parents and carers are asked to make an appointment with the class teacher or learning guide if they have concerns about attainment, achievement, progress or happiness in the Academy.

- If your child continues to make little progress despite the extra support provided by the Academy, we will look to provide external support and advice. If there is evidence that your child has severe and complex needs that cannot be met by the resources available to the Academy, we will ask the Local Authority to undertake a statutory assessment of SEN either as set out in the SEN Code of Practice or through a request for an Education Health and Care Plan.

- We have a designated SEN Academy Councillor who is responsible for making sure the necessary support is available for every child who attends the Academy.

If you need to complain

Parents and carers have the following rights of redress, should the Academy, Academy Council or Oasis Community Learning fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The Academy complaints procedure
- An appeal to The SEN and Disability Tribunal
- A claim against the responsible body (Oasis Community Learning) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the Academies Ombudsman