

Oasis Academy Hadley Special Education Needs and Disabilities Information Report

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.
- 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 through 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. We currently admit students into Nursery, Reception to Year 4 and Years 7 to 13. 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, with no groups of students being left behind. 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 4	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	Learning Director Phase 1 Inclusion and Well-being (Mrs Laskowski)	Assistant Learning Co-ordinators Inclusion (Mr Ching and Ms Heath)
If you feel that your child's needs are not being met	Assistant Principal Inclusion (Ms Parks)	
If you feel that your child's needs are not being met by any of the above	Deputy Principal Inclusion (Ms McInnis)	
If you still feel that your child's needs are not being met	The Principal (Ms Dawes)	
If you have a complaint about the SEND support for your child	Academy Councillor with responsibility for Special Educational Needs and Disabilities (SEND) (Mrs Howe)	

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

The Learning Director Phase 1 Inclusion and Well-being is responsible for co-ordinating all the support and intervention for children in Phase 1 and the Assistant Learning Co-ordinators Inclusion are responsible for co-ordinating all the support and intervention for children in Phase 2 to 4.

Assistant Principal Inclusion acts as the Special Educational Needs Coordinator (SENCO) for children in the different Phases and 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 (EHC).

- Education and Health Care Plan (EHC) plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHC 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 EHC plan 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	<ul style="list-style-type: none"> • Academy Family Support Worker • 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 / specialist software to support learning • In class interventions allocated by Class Teacher • Regular assessments and review of data to track progress • Student progress meetings • Specialist teaching • 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	<ul style="list-style-type: none"> • Phonics intervention • Student profiles with strategies available for staff to refer to. 	<ul style="list-style-type: none"> • Liaison with local Health Care services. • Speech and Language intervention • Communication friendly practice 	<ul style="list-style-type: none"> • 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) • Social and emotional interventions. • Academy Team Around the Child and Team Around the Family meetings 	<ul style="list-style-type: none"> • Fine and Gross Motor intervention (Tiger Teams) • Liaison with Child Development Team

Transition into Early Years from home or other provider	<ul style="list-style-type: none"> • Data Exchange • Transition meetings between Health Care visitor and Phase 1 Special Educational Needs Coordinator • Transition meetings between nursery teacher and Early Years teacher • 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:	<ul style="list-style-type: none"> • Phonics intervention • Student profiles with strategies available for staff to refer to. • Individual education plans • Kinaesthetic learning • Writing frames and key word banks 	<ul style="list-style-type: none"> • Access to Speech and Language Therapist. • Speech and Language intervention • Individual education plans • Communication friendly practice 	<ul style="list-style-type: none"> • Access to Behaviour Support Service • Access to Children and Adolescents Mental Health Service (CAMHS) • 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 • Academy Team Around the Child and Team Around the Family meetings 	<ul style="list-style-type: none"> • Fine and Gross Motor intervention (Tiger Teams) • Liaison with Child Development Team • Individual education plans • Access to School Nurse Service
Transition into KS1 from Reception	<ul style="list-style-type: none"> • 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 5	<ul style="list-style-type: none"> • 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 learning • Writing frames and key word banks 	<ul style="list-style-type: none"> • Access to Speech and Language Therapist • Speech and Language intervention led by Learning Support Assistant • Individual education plans • Communication friendly practice 	<ul style="list-style-type: none"> • 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) • Place2be counsellor • Individual education plans • Academy Team Around the Child and Team Around the Family meetings • Small group interventions (Rules & Respect, Behaviour 4 Learning,) • Risk assessments 	<ul style="list-style-type: none"> • Access to Occupational Therapy • Fine and Gross Motor intervention led by Learning Support Assistant. • Individual education plans • Access to School Nurse Service • Accessible facilities including toilets and lift • Treatment and Medical room
Transition into Year 7 from another school	<ul style="list-style-type: none"> • Visits to primary schools regarding guidance, welfare and specific information • Attendance at review meetings • Inclusion staff facilitate additional visits for specific/vulnerable students • Individual parental visits with student • Additional adult support at start 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 			

Phases 2 - 4 (Years 6 - 13)

Support for all children across Phase 2 to 4

- Academy Parent 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 Special Educational Needs Coordinator and Academy Leadership Team
- 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
- 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 for Year 6 to 8	<ul style="list-style-type: none"> • Differentiated teaching and planning in all curriculum subjects • 1 to 1 or small group additional Literacy / Numeracy teaching • English as an Additional Language induction programme for new arrivals into the country. • Homework support • Lunch club • ICT specialist software • In-class support (Learning Support Assistant, Higher Level Teaching Assistant or Teacher) • Access arrangements support for internal exams • Sixth Form reading mentors • ICT software (Dragon Voice Activated Word-processing) • Kinaesthetic learning • Writing frames and key word banks 	<ul style="list-style-type: none"> • Access to Speech and Language advice and support where identified • Comic strip • Communication friendly practice • In-class support • Social skills group • Social stories • Specialist teaching • Speech and Language Interventions by trained staff • Visual aids • Visual timetables • Communication friendly practice 	<ul style="list-style-type: none"> • 1 to 1 Learning Guide, Learning Support Assistant or teacher support • 1 to 1 or small group sessions with peer or Learning Mentor • Academy Team Around the Child and Team Around the Family meetings • Full or part time Placement in Academy Resource Centre (Nurture Room) Academy Alternative Provision or specialist providers • In-class support • Individual education plans and Pastoral Support Plans • Lunch club • Personalised timetables/curriculum • Place 2 Be and Place 2 Talk Risk assessments • Scheduled sessions in Personalized Learning Zone (PLZ) • School Counsellor (CAMHS) • 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 	<ul style="list-style-type: none"> • Care plans and risk assessments • 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. • 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

	Cognition & Learning	Communication & Interaction	Social Emotional and Mental Health	Sensory and/or Physical Medical Conditions
Additional Support for Years 9-13	As above plus: <ul style="list-style-type: none"> • Guided options choices • Alternative qualifications • Employability course • Functional skills course • Guided options choices • Modified curriculum • Public Examination Access Arrangements support. • Social skills group training • Work / college placement 			
Transition to Post 16 Education	<ul style="list-style-type: none"> • Early Careers Interview • Additional guidance and support as to Post 16 options • Support with Sixth Form/College/Apprenticeship applications 			
Transition from Sixth Form	<ul style="list-style-type: none"> • Careers Interview • Support with University/Further Education/Apprenticeship/Work applications 			

Across All Phases from Nursery to Year 13

Liaison with Parents	<ul style="list-style-type: none"> • Academy Parent Support Advisor • Academy Team Around the Child and Team Around the Family review meetings. • Communication through Text-Home system, positive postcards/letters, translated correspondence to send home. • Counsellor Educational Psychologist • Education Welfare Officer, Learning Mentors, Academy Careers Officer • Identification of student keyworker within Inclusion faculty • Individual Home-Academy Liaison Plans • Other external agencies such as Community Language Interpreters • Parent Partnership support in meetings and with reports • Subject teachers /Learning Guide/Inclusion Staff Review meetings by request or at scheduled Parents' Evenings 			
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Across All Phases from Nursery to Year 13	
Partner Agencies	<ul style="list-style-type: none"> • Educational Psychology • SBSS (Secondary Behaviour Support Service) • Educational Welfare Service • • Enfield Business Partnership (Work placements) • Connexions (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 • Reflex, Applied Education Solutions, RAISE (Raising Achievement in Secondary Education), Enfield College and Southgate College other off-site education providers. • Enfield Young Carers Project • Social Care and Single Point of Entry Team • Enfield Special Education Needs Panel.
Continuing Professional Development for Academy staff	<ul style="list-style-type: none"> • Whole Academy Training from internal / external sources • Targeted faculty / individual training • Master classes training • Knowledge shared between staff • 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