



Oasis Academy Short Heath  
Special Educational Needs and Disabilities  
INFORMATION REPORT

The SEND Code of Practice 2015 refers to the Special Educational Needs and Disability framework, which provides guidance to organisations working with, and providing support to, children and young people (0 to 25 years old) with special educational needs and disabilities. Outlining the legal requirements and statutory guidelines schools, academies, and local authorities must follow as set out in the Children and Families Act 2014, the Equality Act 2010, and the Special Educational Needs and Disability Regulations 2014. Published on 11th June 2014 and last updated on 30th April 2020, the SEND Code of Practice 2014 keeps up-to-date with the latest government guidelines to ensure the needs of all are being met. The code stipulates that all schools must publish information on their website about their provision for pupils with SEN or a disability. The information which follows gives an outline of the processes we follow at this academy.

For further details please feel free to contact the SENCO – Mrs Hannah Tipper on 0121 373 6056.

**1. What kinds of Special Educational Needs does the school make provision for? What type of provision does the school make and how do they know it works?**

In our Academy we make provision for pupils who have needs described in the table below. We know that some pupils will have difficulties in more than one of these areas and we will always do our best to meet their needs. The support in this table acts as a guide but the things we do vary and actual support will be based on the specific needs of each pupil.

All children in our Academy have support within lessons through differentiation and quality first teaching strategies. This means that activities are planned according to the level the child or young person is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support.

Types of need and what that could look like	Examples of support available in our school	How we check it is working.
<p style="text-align: center;"><b>Cognition and Learning</b></p> <p>Children who find learning, thinking and understanding harder than most other pupils.</p> <p>Some of the things children with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> <li>• Take longer to learn important skills</li> <li>• Find it difficult to remember things such as the important words for reading and times tables</li> <li>• Find it hard to understand how to use letter sounds to read and spell words</li> <li>• May need more time to think about their answers</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers adapt their teaching methods to help children learn.</li> <li>• Extra support can be given in a small group by an adult to help the child learn the things they are finding difficult.</li> <li>• Extra support can be given to the child by an adult for a short time during the day to support them learn skills.</li> <li>• Individual targets set to help show what the child needs help with.</li> <li>• Access to specialist support from a teacher or other professional.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the targets to see if the child has achieved them</li> <li>• Talk to adults who have worked with the child</li> <li>• Talk to parents</li> <li>• Talk to the child</li> <li>• Use the school tracking system to see how much progress the child has made</li> <li>• Have meetings with other staff in school to talk about how the child is learning</li> <li>• Ask for other professionals to work with the child to check the progress being made.</li> </ul>

## **Communication and Interaction**

Children who find it difficult to interact with the people and world around them.

Some of the things children with these difficulties might find difficult are:

- Talking to other adults and or children, especially when in a group.
- Talking about a topic they haven't chosen to talk about.
- Making or keeping friends.
- Following rules made by someone else.
- Dealing with changes in the way they usually do things.
- Dealing with noises, smells, or other sensations around them.
- Saying the things, they are thinking
- Understanding what other people mean when they are talking.

- Teachers change their teaching methods to help children learn.
- Use support programs especially made to help the child to build communication and interaction skills.
- Use things in the classroom to help the child understand or deal with things that are happening (for example visual timetables, task boards, social stories)
- Get advice from professionals and specialist staff trained in school to give advice to adults working with the child.

- Observations of the child to see if they are communicating or interacting differently.
- Look at the targets set to see if the child has achieved them.
- Talk to adults who have worked with the child.
- Talk to parents.
- Talk to the child.

### **Social, emotional, and mental health difficulties**

Children who find it difficult to manage their emotions and behaviour in a way that affects their daily life.

Some of the things children with these difficulties might find difficult are:

- Following rules set by others
- Sitting still for very long
- Listening to and follow instructions
- Understanding how they are feeling
- Making friends
- Dealing with their difficulties in a way that does not cause harm to themselves or others
- Taking responsibility for the things, they do.

- Get advice from professionals and specialist staff trained in school to give advice to adults working with the child
- Extra support can be given in a small group by an adult to help the child learn about how to help themselves
- Extra support can be given to the child by an adult for a short time during the day to let them talk about the things that upset them
- Individual targets set to help show what the child needs help with

- Observations of the child to see if they are coping better in school.
- Talk to adults who have worked with the child
- Talk to parents
- Talk to the child or young person

### **Sensory and/or physical needs**

Children who have a disability that may make it difficult for them to manage their everyday life without changed or support.

This may be because of hearing or visual difficulties, physical disabilities or other medical needs.

Some of the things children with these difficulties might find difficult are:

- Hearing what others in the classroom or school setting are saying.
- Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them.
- Moving around without the aid of a walking aid or wheelchair.
- Using pencils, scissors, knives and forks and other things that we need to use without changes or support.
- Taking medication without adults helping them.

- Professional advice from specialist staff
- Physiotherapy
- Support from outreach services such as the hearing or visual impairment or physical disability teams
- Specialist equipment
- Motor groups
- Adaptations to the school environment where possible

- Monitoring that the child has full access to a broad and varied curriculum
- Observations of the child within the school environment
- Talk to adults who have worked with the child
- Talk to parents
- Talk to the child

## **2. How does the school identify and assess Special Educational Needs?**

In school we use a variety of different ways to assess whether a child has special educational needs. Some of these ways include:

- Observations
- School based test results
- Information from parents and carers
- Information from the child
- Specialised assessments carried out by members of the school's support services
- Information from previous schools or settings
- Results from end of key stage assessments
- Discussions with adults who work with the child

Once a child is identified as having a special educational need, a graduated approach to support is taken. The child's needs will first be assessed, then support will be planned, carried out and then reviewed. At the review any necessary changes will be made.



**3. How do the school know how much progress is being made by pupils with Special Educational Needs?**

All children's progress, including those children with special educational need, is tracked using the school's assessment tracking system- itrack. Additionally, we use the Birmingham SEN Toolkits which supports class teachers in the full Graduated Response of Assess-Plan-Do-Review. The Toolkit provides an assessment system, individual targets as well as teaching and learning strategies to support all pupils working below age-related expectations in language, literacy and maths. Pupils are assessed regularly using teacher marking, observations, questioning and more formal assessments such as curriculum tests. For children with special educational needs, we set individual targets that are reviewed regularly.

**4. What extra-curricular activities can a pupil with Special Educational Needs access at school?**

All children have access to our extra-curricular activities. Where appropriate and possible, adjustments will be made to ensure all children and young people with special educational needs are fully included in these activities.

**5. Does the school have a Special Educational Needs co-ordinator? If so who are they and how can someone get in touch with them?**

Our school has a SPECIAL EDUCATIONAL NEEDS co-ordinator known as a SENCO.

Her name is Mrs Tipper

The best way to contact our SENCO is to phone 0121 373 6056, email:

Hannah.tipper@oasisshortheath.org or come directly to the school. You can contact the SENCO at any time.

**6. What training does the staff in school have in relation to pupils with Special Educational Needs?**

In our Academy, all staff are involved in supporting pupils with special educational needs so we make sure that staff have training to help them do this.

All teaching and support staff have received training in Team Teach, Elkan's Communication Friendly Strategies and Birmingham's Access to Education Toolkit Progress Tracker.

Bi-annually, staff have training for epipen, ASD, epilepsy, diabetes, asthma, visual impairment and hearing impairment

## 7. How do the school get more specialist help for pupils if they need it?

In our school if we feel a pupil needs more specialist help we can work with the following people to get this.

Agency or Service	Who they work with	How school can get in touch with them
Behaviour Support Service (BSS)	Children with emotional, social or mental health difficulties that impacts on their behaviour in school	School have an allocated worker who they will contact after a parent or carer signs a referral form
Communication and Autism Team (CAT)	Children who are being assessed for or already have a diagnosis of Autism or communication difficulties.  They will also provide support for families of children with these difficulties	School have an allocated worker who they will contact after a parent or carer signs a referral form

<p>Educational Psychology Service (EPS)</p>	<p>Children with complex needs.</p> <p>An Educational Psychologist will always be involved with a child who is referred for an Education, Health and Care Plan.</p>	<p>School have an allocated worker who they will contact after a parent or carer signs a referral form</p>
<p>Physical Disability Service (PDS)</p>	<p>Children with physical difficulties which impact on their access in the school setting.</p>	<p>School have an allocated worker who they will contact after a parent or carer signs a referral form</p>
<p>Pupil and School Support (PSS)</p>	<p>Children who are working below the levels expected for their age.</p> <p>A Pupil and School Support Teacher will also work with staff in schools offering support, advice and training.</p>	<p>Pupil and School Support teachers regularly visit schools. School will let parents or carers know if they need to work with the child or young person</p>
<p>Sensory Support Service (SSS)</p>	<p>Children who have particular sensory needs such as visual or hearing difficulties where access to the usual school environment is effective.</p>	<p>Pupils are usually referred following a medical diagnosis, however school can phone them for further support and general advice.</p>

<p>Speech and Language Therapy Service (SALT)</p>	<p>Children with a high level speech and language difficulties.</p>	<p>The speech and language therapist attends the academy once a week throughout the year. She assesses, delivers programmes of support and monitors progress. She trains school staff who then deliver interventions daily. The academy is training staff in order to achieve the communication friendly certification.</p>
<p>School Nurse</p>	<p>Children with medical needs particularly where medication is needed.</p>	<p>The Academy contacts the Nursing Team for any concerns. Appointments with a nurse from the nursing team to meet children and families are made as advised.</p>

**8. How are parents of children with Special Educational Needs involved in the education of their child?**

Our school has an open-door policy to parents ensuring we are always approachable so parents feel involved in the education of their child.

In addition, our school aims to regularly involve parents in the education of their child through a variety of different ways including:

- Regular meetings
- Target setting so parents can see what their child is working on next
- Class Dojo Messaging App
- Showbie Homework App
- Home/school books to inform parents of important information
- Half-termly curriculum letter to inform parents of what learning will be going on during the term
- Home reading logs
- Information on the school website, Twitter and Facebook page
- Parents' evenings
- Parents' workshops
- Signposting to parent groups
- Parents' views on pupil documents

## **9. How are pupils with Special Educational Needs involved in their own education?**

We aim to involve all children in our school in the evaluations and implementation of their own education. For children with Special Educational Needs we use a variety of strategies to support this including:

- Child or young person's target review meetings
- Involve child in setting their own targets
- Self-assessment at the beginning and end of learning
- Having a range of equipment available for the child to choose to use
- Ensuring the child works with a range of different partners
- Ensuring the child has a designated adult to go to if they need help
- Pupil conferencing
- Membership of the school council
- One-page profiles
- Medical alert cards
- Communication cards

- Visual timetables
- Prompt cards to promote independence
- Personalised workstations
- Learning breaks

**10. If a parent of a child with Special Educational Needs has a complaint about the school, how does the academy council deal with the complaint?**

There is an Oasis Complaints policy that is followed for any complaint. You can receive a copy of the Academy's complaints procedure from our school website or the Academy office.



### 1. Who are the support services that can help parents with pupils who have Special Educational Needs?

Agency	How they support parents	How to contact them
<p style="text-align: center;">SENDIAS</p>	<p>SENDIAS exists to provide advice and information to parents and pupils in Birmingham.</p> <p>This information is designed to explain special educational needs procedures, to help you understand the law and procedures that affect you and your child, and to provide information on other issues that may be useful.</p>	<p style="text-align: center;">SENDIAS</p> <p style="text-align: center;">The POD, 28 Oliver Street Nechells, Birmingham, B7 4NX.</p> <p style="text-align: center;">Email: <a href="mailto:sendiass@birmingham.gov.uk">sendiass@birmingham.gov.uk</a></p> <p style="text-align: center;"><b>Telephone Number: 0121 303 5004</b></p>

## **2. How do the school support pupils with Special Educational Needs through transition?**

We aim to make times of transition as easy as possible for the children in our academy.

When starting at our academy we usually:

- Meet with the child and their parents to talk about their needs and answer any questions about our academy.
- Meet with staff at the child's previous school or setting.
- Provide the child with a transition book that has photographs of the key staff and areas around school.
- Read reports from people who have worked with the child.
- Arrange visits to our academy so the child gets to see it before they start properly.
- Give any adults working with the child a one-page profile describing the things that help to support them in school.

When moving to a new year group we:

- Introduce the child to their new teacher before the start of term in September.

- Hold a series of induction meetings for each year group so that teachers explain the curriculum to parents in September. Parents can ask questions about the support available in that class.

When moving to a new school we:

- Talk to key staff at the new school about things that help the child to learn well and be happy at school.
- Arrange extra visits to the new school with a member of staff from our school if that is what the child wants, or parents have requested.
- Talk to the child and their family so we can answer any questions they may have about the new school

