

Oasis Academy Putney- SEND information Report 2023-2024

Meeting the needs of pupils with Special Educational Needs and Disabilities

Oasis Academy Putney is a non-selective Academy open to all religious faiths and those with no faith.

At Oasis Academy Putney we believe in promoting mutual respect and understanding and an effective education for all our students. We believe that all pupils, including those identified as having special educational needs or a disability, have a common entitlement to a broad and balanced academic and social curriculum that is accessible to them, and to be fully included in all aspects of school life.

We believe all children and young people should be equally valued and therefore we will do all that we can to promote equality of opportunity and outcomes, and to help develop a learning environment where all children and young people can flourish and feel safe.

All young people should have access to a broad, balanced and relevant curriculum, with teaching and learning strategies that maximise achievement and prevent failure. At Oasis Academy Putney we will achieve this by providing access to a wide range of learning challenges.

We are driven by our powerful ethos which aims to include everyone. Our ethos values are lived out every day in who we are, and how we behave towards each other. At Oasis Academy Putney we believe that every child matter, and we encourage the pupils to keep on becoming the best version of ourselves and feel it is our responsibility to do everything to ensure every child succeeds in their learning and reaches the fullest of their potential.

In doing so we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Special Educational Needs and Disability Code of Practice, 2014.

Information and Guidance: Who should I contact to discuss the concerns or needs of my child?

Class Teacher

The class teacher is responsible for:

Quality First Teaching for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. This teaching will be based on:

1. Adapting and refining the curriculum to respond to the strengths and needs of all pupils.
2. Checking on the progress of your child and identifying, planning and delivery of any additional support required to support progress.
3. Contributing to developing personalised learning plans/individual education plans to prioritise and focus on the next steps required for your child to improve learning.
4. Highest impact on progress and outcomes.
5. Class teacher knows the child best and can respond to their needs immediately.
6. Withdrawal for interventions not always positive – sometimes leads to poorer outcomes – best if linked to class teaching.
7. The more we can address through inclusive whole-class teaching, the better the outcomes for all pupils.

Applying the school Special Educational Needs and Disability (SEND) policy.

If you have concerns about your child, you should speak to your child's class teacher first. Depending on the outcomes of these discussions you may then have a meeting with the SENCO/Inclusion leader.

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Phase Leaders

Miss Pickering- KS1 phase leader

Miss O'Brien – KS2 phase Leader

The phase leaders are responsible for strategic Direction and Development. It includes:

1. Working within the ALT, contribute to a strategic view for the school in its community and analyse and plan for its future needs and further development.
2. Communicate the school's vision and objectives to all members of the school community and support the effective delivery of the school's aims.
3. Support all staff within the phase in achieving the priorities and targets which the school sets for itself and to provide them with support and guidance.
4. Ensure that parents/carers are well informed about the school curriculum, its targets, children's attainment and progress and their part in the process of improvement.
5. Enable the views of both parents/carers and children to be heard and considered as part of school strategic direction and development.
6. Ensure the smooth running of the phase by assisting with general organisational and administrative tasks.
7. Be responsible for the organisation of school trips within the phase and be the professional lead of the residential school journey (if required within the phase)
8. Demonstrate high standards of personal integrity, loyalty, discretion and professionalism.

The Inclusion Leader and the DSL

Ms Samiya Khawaja

samiya.mansoor@oasisputney.org

Ms Khawaja is responsible for:

1. Coordinating provision for children with SEND and developing the school's SEND policy.
2. Ensuring that parents are involved in supporting their child's learning and access, kept informed about the support offered to their child, included in reviewing how their child is doing and consulted about planning successful transition to a new class or school.
3. Liaising with a range of agencies outside school who can offer advice and support.
4. Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

Executive Head Teacher

Mr Lillo

Glenn.Lillo@oasisputney.org

Head of School

Miss Hughes

Rebecca.Hughes@oasisputney.org

Mr Lillo and Miss Hughes are responsible for:

The day-to-day management of all aspects of the school, including the provision made for pupils with SEND.

Regional Director

Adam Browne

Mr Browne is responsible for overseeing the delivery of education, including standards at the regional level.

Assessment, Planning and Review – SEN support - How can I find out about how well my child is doing?

If a pupil has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of the educational facilities available at the academy, then additional provision will need to be put in place. Early intervention is built into our overall approach to monitor the progress and development of all pupils. Any intervention will be part of a graduated approach, following the cycle of 'Assess, Plan, Do and Review'. Pupils will have a SEND Support Plan with desired outcomes to be achieved and details of the additional provision to be put into place. Each term parents/carers will be given the opportunity to be fully involved in the review of progress towards the planned outcomes for their child.

If a pupil fails to make adequate progress, despite this extra provision, then specialists should be considered, including outside agencies. Recommended strategies and resources will then be put in place and progress will continue to be tracked regularly. If this is not adequate after a period of time, then a Statutory Assessment referral will be considered. If this referral is submitted and accepted then an Education, Health and Care Plan will be issued. This plan will set out the recommended funded provision for the pupil, with objectives to be achieved within a time frame. There will be annual reviews, as there were with Statements that were previously issued. At these reviews new objectives and targets will be set.

Parents will be fully involved and consulted at all stages.

Assessment of pupils' progress in reading, writing and mathematics is carried out by their teachers each term. These assessments are analysed to identify any trends or individual concerns.

Senior leaders hold pupil progress meetings each term with class teachers to assist planning for any changes in provision or interventions that may be necessary.

Pupils' needs are highlighted on teachers' planning.

Access arrangements for tests and examinations:

For some pupils additional arrangements and adjustments can be made to enable them to fully access statutory tests. Depending on individual need, this might include additional time, rest breaks or use of a scribe. The SENCO will inform you about the eligibility and applications for these arrangements.

Curriculum and Teaching Methods – How will teaching be adapted to meet the needs of my child?

Our teachers are skilled in adapting teaching to meet the wide range of needs in each class and daily planning takes into account individual pupils' needs and requirements. Differentiation is approached in a range of ways to support access to the curriculum and to ensure that all pupils can experience success and challenge in their learning. They are responsible to:

- Teach good or outstanding lessons for all children.
- Adapts teaching and learning for children with SEND.
- Check on your child's progress.
- Plan and deliver extra help for your child.
- Set and review individual targets. (IEP)
- Make sure everyone working with your child knows their needs and how to help them.
- Workstations in class are provided for those on the autistic spectrum if this is helpful to meet their needs.
- Create individualised timetable for children with SEMH needs to access regulation station and sensory room.

Contact by: Speaking to them at the end of the day.

Teaching Assistants:

The teaching assistants support 1:1 and group work as instructed by the class teacher, SENCO and outside professional. They feed to the class teacher about our child's progress in intervention groups. Although the TA might work with your child, the class teacher will plan your child's learning. Please contact the class teacher or SENCO about your child's needs.

Access – What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra-curricular activities?

Adjustments are made to ensure that all pupils with a disability will not be at a disadvantage. Our school building is fully accessible to wheelchair users and have an internal lift. We also have disabled toilet facilities.

If pupils require specific programmes of exercises to improve their mobility and we are willing to offer support from teaching assistants following training from the allocated physiotherapist and occupational therapist. At all times we will work with outside agencies to ensure that the education on offer at the academy is accessible to every pupil.

We undertake additional planning and risk assessments to ensure that pupils with SEND can take part in the range of extra-curricular activities that are offered, including school outings and residential trips.

Staffing Expertise – How skilled are staff in meeting the needs of my child?

We have an ongoing programme of training to ensure that all teachers and support staff have current, appropriate skills and knowledge to support provision for children with SEND.

Recent training has included:

- Positive behaviour management
- Zones of regulation
- Making sense of Autism
- Attention Autism
- Supporting SEND in the classroom through meaningful differentiation
- TLT
- TRUGS
- Greif and loss training

Our SENCO actively engages in a range of opportunities to observe and share best practice in SEND and access current local and national initiatives and policy to support pupils with SEND.

Transition- How will the school help my child to move to a new class/year group or to a different school?

Moving to another school:

- We will talk to your child about how they are feeling and try to make the move as positive an experience as possible.
- We will contact the new school's SENCO and ensure they know about any special support that needs to be in place for your child.
- Where possible, we will support a visit to the new school in advance of the move.
- We will make sure that all records about your child are passed on to the new school as soon as possible.

Moving to a new class in school:

- You will be informed of the new staff working with your child as soon as possible in the Summer Term before they move.
- Your child's class will meet their new teacher at the end of the Summer Term.
- Information will be passed on to the new teacher in advance and school staff will meet to 'handover' information about your child.
- Additional time with the staff from the new class will be provided if we know that your child will struggle with the transition.

In Year 6:

- We will meet with the SENCO of your child's secondary school in advance to discuss any specialist provision that needs to be in place.
- Your child's class will receive sessions focussed on moving on and workshops where they can share concerns and queries about secondary school.
- Where possible, your child will visit their new school on several occasions and the new staff will visit them at Oasis Academy Putney.

External Partnerships – What support from outside does the school use to help my child?	
We work with several external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:	
Parents	Oasis Academy Putney works in partnership with parents and carers so that the best outcomes can be achieved. For those pupils who have undergone statutory assessment there will be a formal annual review with parents, class teachers and any outside agencies. The views of the pupils themselves are always a consideration.
Education Psychology Service Educational Psychologist Jonathan Stockford Amy Couprie	<p>If pupils do not make sufficient progress, despite intervention over time in school, then we can ask our Educational Psychologist to become involved. Jonathan Stockford has allocated days each term to support our pupils. His work involves consultation with parents, observations and assessments with pupils, and attending reviews with staff and parents. He is also available to advise and train school staff as required.</p>
Speech and Language Therapy service (SALT) Allocated Therapist: Bathany Brooks	<p>We know that the development of speech and language is a prerequisite for good progress. All pupils are monitored closely and support in school is put in place where it is required. If the difficulty persists then a referral can be made to the Speech and Language Therapy Service, via a termly Speech and Language Clinic held at school. Our allocated therapist will consider individual cases through a discussion with parents/carers and school staff. At this point, the therapist may offer recommendations for home and/or school to implement. Alternatively, she may ask parents to complete a referral form to complete and return via school. When a referral is accepted then an initial assessment will take place in school. A Care Plan may be written, with targets to be worked on at home and school. The input from the SLT service may take the form of direct work with a child or young person, indirect work through school staff or a combination of both. Children with EHCPs who are on the SALT caseload, are reviewed regularly by the therapist.</p>
Roundabout commissioned service by CAMHS (Dramatherapy provision) Drama therapist: George Fanzio Second year student from The Royal Central School of Speech and Drama	<p>We are the host school for Dramatherapy within Wandsworth. Dramatherapy is a creative, playful therapeutic way of working to support the well-being of children and young people. The dramatherapy sessions offer a safe space where children can explore a range of issues. Outcomes of dramatherapy include:</p> <ul style="list-style-type: none"> • Increased self-confidence and self esteem • Development of social communication skills • The opportunity for creative expression • Exploration of friendships and relationships

