

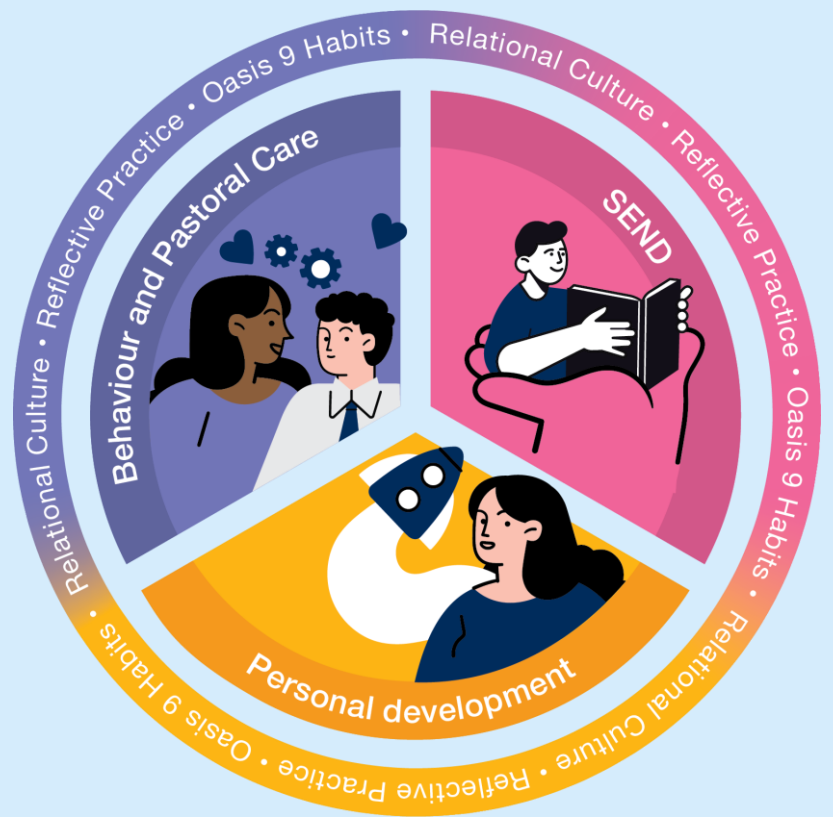


SEND

Information Report



The Oasis Way for Inclusive Practice is our framework for transformational inclusion at the heart of the community. All Oasis academies recognise that relationships are transformational, and our inclusive approach is based on cutting-edge cognitive science and developmental psychology research into the impact of trauma, attachment, ACEs and SEND on the way our children learn and develop. The Oasis Way ensures all our academies are aligned in a shared approach to relational, restorative and-trauma responsive practice through three core policy areas: Behaviour and Pastoral Care, Special Educational Needs and Personal Development.



Our approach to Behaviour and Pastoral Care centres intentional relationship building and a trauma-responsive ethos.

Our approach to Special Educational Needs and Disabilities enacts a child-centred model and celebrates difference as an asset.

Our approach to Personal Development promotes connection, empowers children as leaders and prepares them to lead flourishing lives.



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Our vision for SEND

1. Welcome to our SEND information report!

At Oasis Academy Daventry Road, inclusion is at the heart of everything we do.

We strive to ensure our pupils with SEND are:

- Supported to achieve the best possible outcomes – educational and otherwise.
- Are Included in decisions about themselves, listened to and respected.
- Encouraged to develop an independent healthy lifestyle.
- Supported to have a successful transition into adulthood.
- Provided with the skills to become an independent and confident young adult who participates in society.



We're **rewritin**g the story



Our vision for SEND

Meet our SEND team

Name	Role	Contact details
Steph Collins	AAP SENDCO	Steph.collins@oasisdaventryroad.org
Sasha Amey	Lead TA	sendco@oasisdaventryroad.org rg
Annette Banfield	Teaching Assistant	
Nina Dixon	Teaching Assistant	
Sarah Tazewell	Teaching Assistant	
Niamh Atkins	Teaching Assistant	





Our vision for SEND

2. What kinds of Special Educational Needs do we provide for?

Cognition and Learning

Our Universal Wave 1 offer ensures all pupils receive High Quality Inclusive teaching across the curriculum. We also offer a blended package of in class and out of class support for pupils with Learning Difference including Dyslexia, Dyscalculia and Dyspraxia.

Communication and Interaction

We provide intervention support for pupils with Speech, Language and Communication difficulties including pupils with ASC, this Year supported by Talk Speech Therapy





Our vision for SEND

2. What kinds of Special Educational Needs do we provide for?

Social Emotional and Mental Health Difficulties

We support pupils with a range of SEMH needs including ADHD in class and through our ELSA and social skills programs.

Bespoke and Alternative Learning Packages available for a small number of pupils.

Sensory and/or Physical Needs

Working with the Sensory Support Service to support pupils with visual and hearing impairments.

Referring to Occupational Health and Physiotherapy services as required.





Our vision for SEND

3. How do we make sure children with SEND are fully included in our school?

At Oasis Academy Daventry Road we are passionate about inclusion. Maintaining high aspirations for all our SEND learners ensures that:

All are welcomed and included in every aspects of Academy life.

Teachers deliver high quality inclusive lessons across the curriculum.

There are numerous opportunities for our SEND pupils to experience success both in and out of the classroom.

They are Included in decisions about themselves, listened to and respected.

There is support for our pupils to make progress at their own pace in class as well as offering support for emotional, social, behavioural needs.

All pupils feel healthy and safe in our academy.

Our pupils with SEND enjoy school and makes progress.

We instil a sense of pride in their achievements and celebrate their successes together.





Our vision for SEND

3. How do we make sure children with SEND are fully included in our school?

The Oasis Entitlement:

At Oasis Academy Daventry Road we offer range of opportunities to our SEND pupils to ensure they have the chance to experience exciting, inspirational and potentially life changing activities:

- Pupil voice or leadership activities
- Involvement in School productions, sports teams and after school clubs
- Educational Visits, residentials and careers opportunities.





Knowing every child

4. How are parents of children with SEND consulted with and involved in the education of their child?

How you are consulted:

- Parents/ carers offered regular opportunities to meet with the SENDCO to discuss their child's needs via face to face, email or telephone to develop the co production of a support for a pupil with SEND.
- Parent/ carer voice captured for Individual Learning Plans, Support Plans, applications for EHC needs assessments and through parent carer events including annual review meetings.
- Via questionnaires for ASC/ADHD referrals.
- Parent information meetings





Knowing every child

4. How are parents of children with SEND consulted with and involved in the education of their child?

How you are involved in your child's education:

Through the reviewing of:

- Pupil Passports
- Individual Learning Plans
- Annual Review of EHCPS
- Referrals for ASC/ADHD assessments
- Parent/ carer meetings



A magnifying glass icon with a black handle and frame, focusing on a small illustration of a person's head and shoulders.

Knowing every child

5. How are children with SEND consulted with and involved in their education?

How children are consulted:

- Pupil voice captured for pupil passports and Individual Learning Plans
- Pupil voice feedback for EHC applications and during annual review of EHCP process
- Through termly reviews carried out by support staff
- Focus groups carried out by the leadership team



A magnifying glass icon with a black handle and a white circular lens, focusing on a small illustration of a person's head and shoulders.

Knowing every child

5. How are children with SEND consulted with and involved in their education?

How children are involved their education

- Pupil Voice on Passports an ILPs
- Pupil voice apply for EHC
- During the annual review process
- Questionnaires for ASC/ADHD referrals
- Pupil voice feedback to Support Staff





Knowing every child

6. How are children with SEND prepared for and supported with transitions?

Transition into our school

Following consultation with our feeder primary schools, parents and carers and contacted prior to transition day to gather information and to offer enhanced transition if appropriate.

Transition between classes and key stages

Our SEND Team are committed to ensure our pupils with SEND are well supported with transitions between classes and between key stages.





Knowing every child

6. How are children with SEND prepared for and supported with transitions?

Transition to a new school or phase of education

We have a robust transition process to ensure SEND pupils feel welcome at Daventry Road. This happens before pupils start and throughout the first term.

Preparing for adulthood

Regular careers events and visits are organised to inspire and motivate our pupils to think about their future.

Our PSHE, PE and Food Studies curriculum supports pupils including those with SEND to lead healthy and fulfilling lives.





Inclusive high quality teaching

7. How do we adapt our curriculum and environment to meet the needs of children with SEND?

Our inclusive curriculum has been designed to be accessible and encourage all pupils to thrive:

- Curriculum leaders ensure our curriculum is accessible, relatable and engaging.
- Regular training to deliver Inclusive High- Quality teaching in all lessons.
- A team of teaching assistants to support learners in class.
- Targeted interventions matched to need to support SEND pupils outside the classroom.
- A dedicated SEND space for pupils to access and complete work in smaller calmer environment.





Inclusive high quality teaching

7. How do we adapt our curriculum and environment to meet the needs of children with SEND?

Our accessible and inclusive environment

- Considerations given to light and sound- rooms are well lit utilizing natural light where possible. Staff encouraged to consider the volume of audio as well the tone of their voice. Pupils encouraged to wear ear defenders if required.
- Sensory resources available to regulate pupils as required
- Visual supports and timetables for our learners
- Consistent classroom layout arranged to minimize clutter and create an orderly environment.
- Inclusive High Quality Teaching Practices
- Clear expectations used by all staff and displayed around the academy
- Teaching staff stand in the doorway to meet and greet all pupils
- Using positive relationship strategies such as PACE
- Ensuring pupils have a trusted adult to speak to.





Inclusive high quality teaching

8. What is our approach to teaching pupils with SEND?

- We are committed to understanding the needs of our SEND pupils and develop positive relationships with them and their families.
- We work in coproduction with pupils and their families to create Pupil Passports and Individual Learning Plans to support pupils in the Academy.
- Staff are trained to deliver High Quality Inclusive Teaching Strategies as part of our Wave 1 Universal offer.
- Targeted intervention sessions to support pupils with their learning as well supporting with pupil's speech and language, social or emotional needs.
- Using professional services to support our pupils.





Inclusive high quality teaching

9. How will we keep you informed about how your child with SEND is doing in school?

- The SENDCO maintains regular contact with the families of our SEND pupils
- Face to face parent meetings, telephone calls and emails.
- Parent evenings twice a year
- SEND/ ILP review meetings three times a year
- Annual review of EHCP
- Mid Year and end of Year reports





Inclusive high quality teaching

10. How do we evaluate our provisions and ensure that children with SEND make progress?

Progress in the curriculum is monitored by Middle Leaders and SENDCO

Providing a range of provisions matched to need.

Provision Map ensures all active provisions monitored and reviewed regularly.





Inclusive high quality teaching

10. How do we evaluate our provisions and ensure that children with SEND make progress?

Progress towards EHC outcomes

- Individual Learning Plans (ILPs) identify short term targets towards their EHCP outcomes which are reviewed regularly
- Using Provision Map we can ensure the provisions target the specific needs of our pupils with EHCPs
- Families informed during termly meetings as well as through the Annual Review process.





Inclusive high quality teaching

11. How do we train staff to ensure they can support our children with SEND?

SENDCo

Attends regular training both through Oasis and externally to ensure they are updated on processes and practices

Teaching staff

INSET sessions
Termly CPD from SENDCo
Year team meetings
TAC meetings

Support staff

Weekly training sessions
Coaching sessions
INSET





Inclusive high quality teaching

12. What specialist services do we work with to support children with SEND?

Educational Psychologist Larch Psychology and Local Authority

Speech and Language: Talk Speech Therapy

Bristol Autism Team

OMHS

CAMHs

School Nurse

Sensory Support Service

Occupational Health

Social Workers

Family Support workers





Interventions matched to need

13. What additional support and provisions are available for children with SEND in our academy?

Cognition and Learning support

NGRT

Fresh Start Phonics

Dyslexia / Dyscalculia Screen

Precision Teaching

Sparx Reader

Numeracy Interventions

Times Tables Rock Stars

Touch Typing

Communication and Interaction support

Talk Speech Therapy:

Progression Tool

Word Aware; Narrative / Comprehension

Language for Thinking





Interventions matched to need

13. What additional support and provisions are available for children with SEND in our academy?

Social Emotional and Mental Health support

Check ins / 5 Point Scale

Zones of Regulation

ELSA

Language for Behaviour

Social Skills

Lego therapy

Sensory and/or Physical support

Sensory resources available including fiddle toys, wobble cushions, ear defenders and visual timers.

We accommodate movement breaks





Interventions matched to need

14. What support will there be for my child's wellbeing, including social, emotional and mental health?

How we teach pupils about social and emotional wellbeing

Check in

Tutor Time

Weekly PSHE lessons

ELSA sessions

Social Skills

SEN Space for break and lunch

Regulation stations





Interventions matched to need

14. What support will there be for my child's wellbeing, including social, emotional and mental health?

How we support pupils who are struggling with their social and emotional wellbeing

Check ins via tutor /support staff

ELSA screens/ sessions

Regulation Support / Stations

Referrals to Oasis Mental Health Team

Referrals to Primary Mental Health Service

How we support families

Opportunities to meet with SENDCO/ Pastoral Team

Signpost to support services through Bristol Local Offer





Interventions matched to need

15. How do we work with the local authority and other services to meet the needs of children with SEND?

Our Local Offer and other useful services:

[SEND Local Offer \(bristol.gov.uk\)](http://bristol.gov.uk)

[parent carer flyer.pdf](#)

[Home - Bristol Autism Support](#)

Flora@bristol.gov.uk

[Parent / Carer Support - OTR \(otrbristol.org.uk\)](http://otrbristol.org.uk)

[Home - SEND and You](#)





Interventions matched to need

15. How do we work with the local authority and other services to meet the needs of children with SEND?

Supporting children who are Looked After with SEND

Hold PEP (Personal Education Plan) meetings to review the child's needs, interventions and targets.

Build relationships with carers.

Offer additional support for transitions.

We are sensitive around curriculum topics

Monitoring attendance

Through staff training

The HOPE





Interventions matched to need

16. What can you do if you are concerned about your child's support?

What to do if you are worried

Contact the SENDCO

steph.collins@oasisdaventryroad.org

Contact the Designated Safeguard Lead (DSL)

Danielle.binns@oasisdaventryroad.org

Contact the Principal (interim)

Danny.mcgiilloway@oasisdaventryroad.org

Our complaints procedures:

[Complaints_Policy.pdf](#)
([finalsite.net](#))

SEND AND You
SENDIASS

sendandyou.org.uk/contact-us/

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