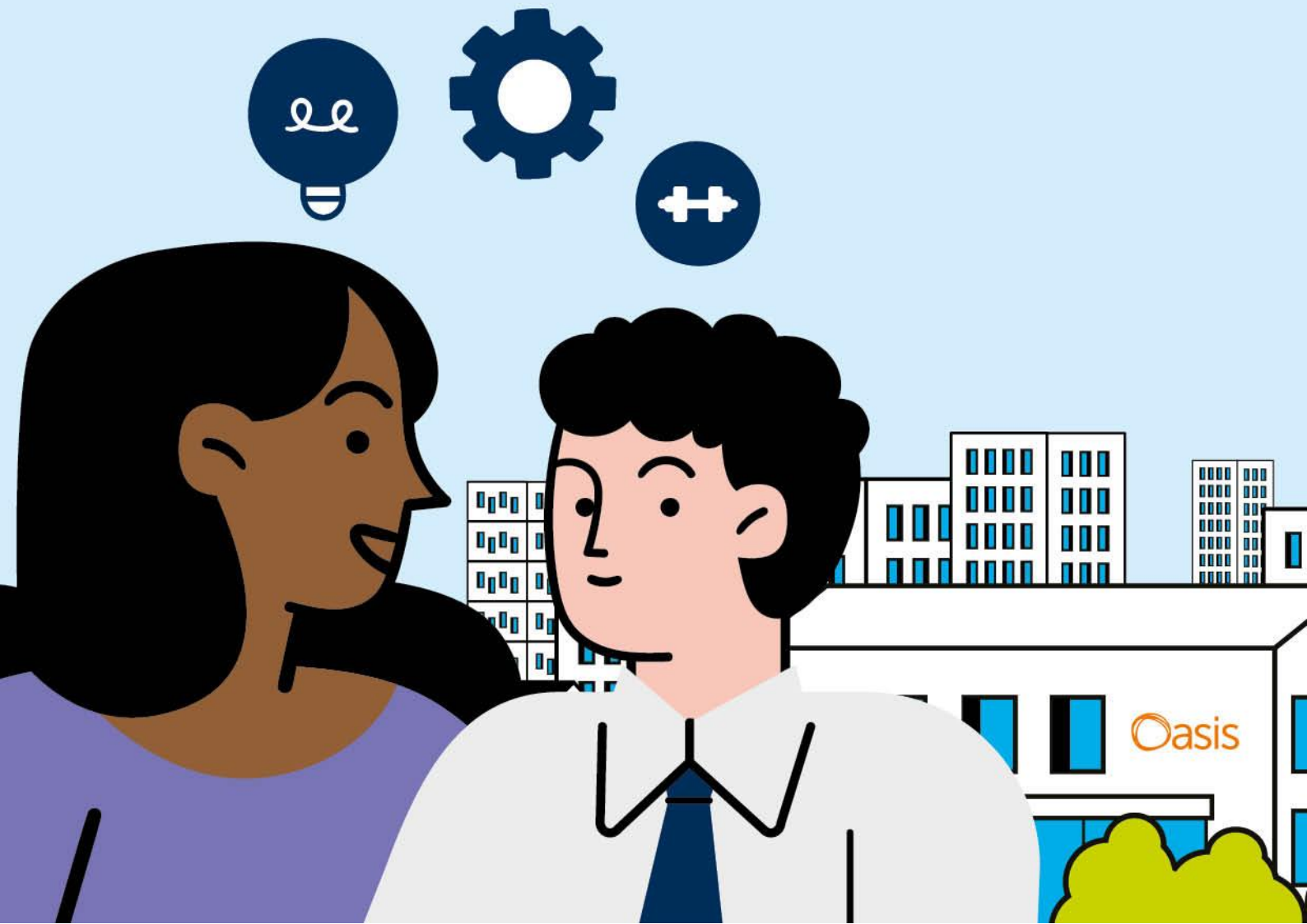


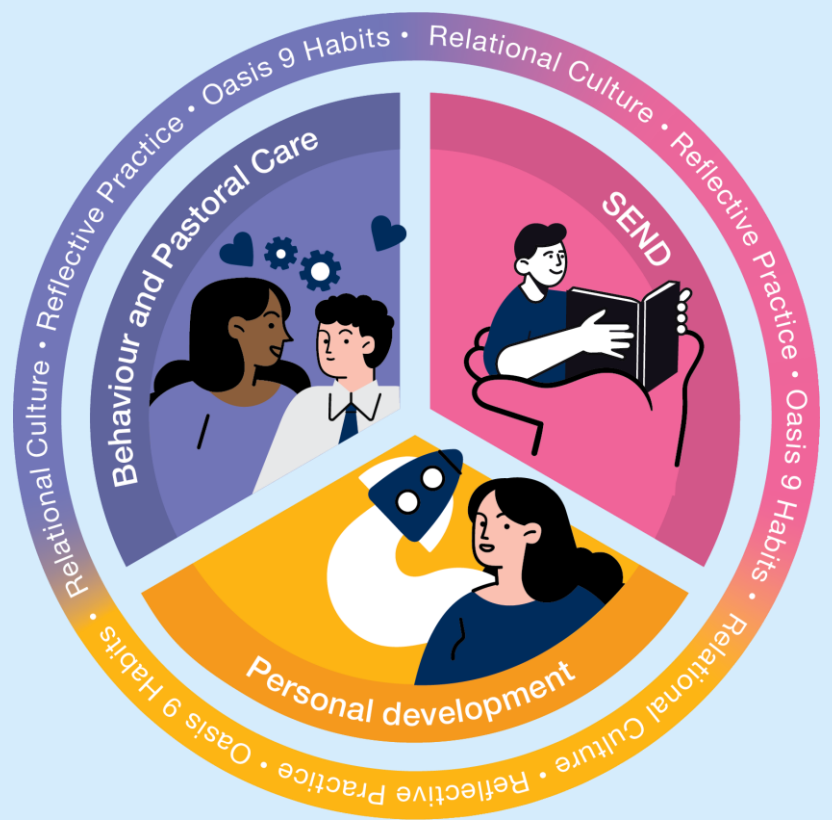


SEND

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!

Oasis Academy Coulsdon is an all-inclusive academy which will accept all students regardless of starting point, complexity or need. Yet OAC will be unfaltering in its rigorous and high academic expectations for all its students. We will ensure that all students reach our targets and make outstanding academic progress, regardless of SEND. It will be challenging, and we will have to be innovative yet through our culture of limitless potential, rigour in data tracking and intervention, our extended day (Yr11), our targeted interventions, outstanding teaching and learning day in day out, all children, regardless of SEND, will achieve high academic success.





Our vision for SEND

2. Welcome to our SEND information report!

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.

The Academy's aim is to ensure that all its students achieve their full potential, regardless of differentiating needs. If a student has special educational needs or disability needs (SEND), the Academy will take every reasonable step to identify and meet them. Further information on the policy and provision for SEND can be obtained from the Academy. Students with SEND who do not have statements of special educational needs or an Educational Health Care Plan will be admitted on an equal basis with others in accordance with the Academy's admissions policy.





Our vision for SEND

Meet our SEND team

Name	Role	Contact details
Grace Elvin	SENCo	Grace.elvin@oasiscoulsdon.org
Anna Lewis	Enhance Learning Provision Lead (Ozone)	Anna.lewis@oasiscoulsdon.org
Sophie O'Neil	Deputy SENCo	Sophie.o'neil@oasiscoulsdon.org
Jackie Halsey	SEND Administrator	Jackie.Halsey@oasiscoulsdon.org
Jane Williams	SEND Teacher and Y7 Link Teacher	Jane.Williams@oasiscoulsdon.org
Uzma Khan	HLTA/SEN Link Yr 8	Uzma.khan@oasiscoulsdon.org
Shaun Lincoln	SEND Teacher/ SEN Link Yr 9	Shaun.Lincoln@oasiscoulsdon.org
Grace Brouder	HLTA/SEN Link Yr 10	Grace.brouder@oasiscoulsdon.org
Vikki Gillman	HLTA/SEN Link Yr11	vkki.gillman@oasiscoulsdon.org





Our vision for SEND

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

Communication and Interaction

Social Emotional and Mental Health Difficulties

Cognition and Learning

Sensory and/or Physical Needs





Our vision for SEND

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

Our vision for children with SEND

True inclusion at the heart of the community at Oasis Academy Coulsdon

At Oasis Academy Coulsdon, we recognise that – nationally – children with SEND have lower outcomes and are more likely to be excluded than their peers. In order to secure true inclusion at the heart of the community, our academy takes a different approach:

We are child-centred, taking the time to know every child as an individual, rather than focusing on behaviours and diagnostics, and giving them a central voice in decisions about their support.

We are strengths-based, celebrating difference as an asset and seeking to identify and amplify the existing strengths, assets and capabilities of children with SEND as a springboard to promote increased connection, belonging, and progress.

We take a holistic, whole-child approach, targeting personal, social and emotional growth alongside academic progress.

We work in partnership, working with families and wider community members to create a Team around the Child to facilitate genuine co-production about each child's provision.





Our vision for SEND

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

The Oasis Entitlement

All of our pupils enjoy the Oasis Entitlement, a holistic offer and guaranteed set of opportunities during their time at the academy. This is part of our strategy across the trust, to ensure that every child has the chance to experience a wealth of exciting, inspirational and potentially life-changing opportunities.

At a minimum, our academy offer:

- Reading strategies so that every student becomes a fluent reader
- Access to first class learning strategies
- Access to high quality mental health support
- Be a student leader
- Be part of a school production
- Be part of a school team
- Play a musical instrument
- Attend a residential trip
- Attend a school trip





Knowing every child

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

- SEND Information Evening in September + chance to meet the SEND links.
- Termly SEND workshops
- Termly SEND Concerns evenings – new concerns brought to us or us inviting in parents.
- Twice annual parents evenings are a chance for parents to meet with the SEND team an update learning plans.



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

Knowing every child

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

How children are consulted

- Sharing their views before or during transition
- You give your views by placing them in a box on parents' evenings
- Regular meetings with SEND links
- Through interaction with their mentors
- Sharing their views before or during annual reviews





Knowing every child

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

Transition into our school

- 1:1 Meetings with all students with a middle leader and if appropriate a member of the SEND Team
- Pizza Party – For students identified as requiring higher level of transition support
- EHCP transition consists of approx. 7 sessions where the students are taught around the school.
- Social stories written for students about what to expect.

Transition between classes and key stages

- SEND links work with the year group throughout students time in OAC to ensure that they have as few transitions as possible.
- Aspire students transitioned slowly into larger KS4 classes.





Knowing every child

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

Transition to a new school or phase of education

- Annual reviews are carried out and shared with the local authority
- We will endeavor for you get to visit a local college during year 11

Preparing for adulthood

- PSHE and Personal development curriculums
- Full range of qualifications available





Inclusive high quality teaching

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

Our accessible and inclusive curriculum

- Subjects at Oasis Coulsdon use a centralised curriculum, which is adapted by teachers to meet the needs of their classes and students.
- Teachers at Oasis Coulsdon are responsive. They plan lessons and content to promote student understanding, and gather data through whole-class routines and circulation. This data is used to provide feedback or re-teach knowledge and skills.
- Students are in mixed ability sets in KS3 (Year 7, 8 & 9) and streamed by ability in KS4 (Year 10 & 11). Aspire classes at KS3 support our learners who require a greater level of differentiation.
- Learning Support Assistants (LSAs) may be allocated to work with the student in a 1-1 or small focus group to target more specific needs.





Inclusive high quality teaching

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

Our accessible and inclusive environment

The building is fully accessible to wheelchair users or for people with limited mobility. The Accessibility Plan outlines this in more detail.

We provide a calm environment for unstructured times and have a sensory room that can be used when students are dysregulated.





Inclusive high quality teaching

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

Progress in the curriculum

- Data is scrutinized during key data drops. Subject leads identify any students falling behind peers in their subjects which are then highlighted to the wider team at progress meetings.
- The SEND team look at student progress as an umbrella of student achievement, therefore identifying need across subjects or in key subject areas.





Inclusive high quality teaching

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

SENDCo

- The Oasis Way
- Contributing to/Participating in whole school and cluster CPD
- Taking part in weekly Excellence Project

Teaching staff

- Contributing to/Participating in whole school and cluster CPD
- Taking part in weekly Excellence Project

Support staff

- Taking part in weekly LSA training sessions
- Participating in training programmes according to individual need/desire





Inclusive high quality teaching

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

- SALT
- Education Psychology
- Place 2 Be
- CAMHS
- Children's services
- Local Authority
- ELSA





Inclusive high quality teaching

16. What specialist services do we work with to support children with SEND including those who are looked after by the Local Authority?

Educational Psychology Service: This Service provides support for students experiencing learning or behavioural difficulties within the school setting, formulating strategies to share with staff and providing input if an EHC Plan is requested.

Speech and Language Therapy: This Service provides and supports students with communication difficulties. **Visual Impairment Team:** If a student has a visual impairment that is not corrected by wearing glasses, the Visual Impairment Service will become involved and give recommendations to staff so that the access is maximised. **School Nurse** The School works with the school nurse for guidance and training

CAMHS: The Academy liaises with CAMHS for students who are supported by this Service or are referred to this Service.

Supportive Professional Physiotherapists/ Occupational Health Therapists For those pupils with a physical disability, a physiotherapist OR Occupational Health Therapist may visit the Academy to check on the setting and access to all areas. Some students need regular exercises to improve their mobility and this can be provided during the Academy day by staff if a specialist provides training.

Paediatricians Information from paediatricians is welcomed enabling parents to understand their child's needs more fully. School should be informed so that necessary adjustments can be made to support students.

SEN Team for Croydon Local Authority If a pupil undergoes Statutory Assessment, leading to an Education, Health and Care Plan (previously statements) a Local Authority Case Worker will be allocated to the student.

The Place2Be The Place2Talk: This Service provides support for students with regard to social and emotional development and counselling.

Family Lives Parent Partnership Service: Tel 0808 800 2222 The Parent Partnership Service provides independent information, advice, and guidance for parents /carers of children and young people with SEND.

Virtual School for Children who are Looked After This service oversees and monitors provision for children who are in care of the Local Authority





Interventions matched to need

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

Communication and Interaction support

- SALT
- Visual Support
- Child specific interventions

Cognition and Learning support

- LSA support in classrooms
- Appropriately differentiated resources
- iPads allocated to individual learners





Interventions matched to need

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

Social Emotional and Mental Health support

- ELSA Support
- Outdoor sports facilities
- Place 2Be referrals

Sensory and/or Physical support

- In our SEND department, we have minimal wall displays and those that support sensory needs
- Teachers use low impact PowerPoint backgrounds (e.g. beige) in lessons to support all learners
- Lift passes for those with physical/mobility needs





Interventions matched to need

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

Our Local Offer

Link to [Local Offer special education and disability support directory | Croydon Council](#)





Interventions matched to need

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

What to do if you are worried

In the first instance speak to the SEND links they can signpost you to the SENCo, ELP Lead or other agencies for further support should it be required..

Year 7 SEND Link –
Jane Williams

Year 8 SEND Link –
Uzma Khan

Year 9 – SEND Link –
Shaun Lincoln

Year 10 – SEND Link- -
Grace Brouder

Year 11 – SEND Link –
Vikki Gillman





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