

## Arrangements to Meet the Needs of Students with Special Educational Needs and Disabilities

All Croydon Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and ensure they can actively participate in the wider aspects of school life.

At Oasis Academy Coulsdon we believe that every person matters. We are a loving family who has the highest expectations and aspirations for all, working together to overcome barriers to success and fulfilment.

### What support do we offer?

The Academy will use its best endeavours to ensure the necessary provision is made for any student with SEN. In doing so we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Code of Practice for SEN

#### Roles and responsibilities:

Who should I contact to discuss the concerns or needs of my child?

Subject teacher/mentor	<p>He/she is responsible for:</p> <ul style="list-style-type: none"> <li>Adapting and refining the curriculum to respond to strengths and needs of all pupils students</li> <li>Checking on the progress of your child and identifying , planning and delivery of any additional support required to support progress</li> <li>Contributing to any support plans and next steps required for your child to improve learning</li> </ul> <p>If you have concerns about your child you should speak to your child's subject teacher/mentor first. Depending on the outcomes of these discussions you may have a follow up meeting with the SENCO.</p>
Special Educational Needs Coordinator (SENCO)	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• Coordinating provision for children with SEN and developing the Academy's SEN policy</li> <li>• Ensuring that parents are:             <ul style="list-style-type: none"> <li>○ Involved in supporting their child's learning and access</li> <li>○ Kept informed about the range and level of support offered to their child</li> <li>○ Included in reviewing how their child is doing</li> </ul> </li> </ul>

Grace Elvin  
[grace.elvin@oasiscoulsdon.org](mailto:grace.elvin@oasiscoulsdon.org)

- Consulted about planning successful movement (transition) to a new class or school
- Liaising with a range of agencies outside of the Academy who can offer advice and support to help students overcome any difficulties
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of SEN

The Principal  
Catrin Green  
[catrin.green@oasiscoulsdon.org](mailto:catrin.green@oasiscoulsdon.org)

She is responsible for:

- The day to day management of all aspects of the Academy, including the provision made for students with SEN

### **SEN Support – Assessment, Planning and Review**

*How will the Academy decide if my child needs extra help? How can I find out about how well my child is doing?*

Meetings are held every half term to look at the progress of all students.

Where there are concerns that a student is not making progress, there will be discussions with key staff to plan for additional support to be in place and the outcomes expected from this intervention. You may be invited to contribute to these discussions. If appropriate your child will be involved too.

Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support.

Targets and actions to help your child overcome any difficulties will be carefully recorded by the school. This should take into account your child's strengths as well as areas of difficulty. You will also be given strategies to support your child at home.

The impact of this additional support will reviewed regularly and we welcome you to be part of this review.

In some cases, it may be necessary to increase or change the nature and level of support to help your child to make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist Services or Speech and Language Service. A referral for support from an outside agency will only be made with your consent.

If, despite increased level and nature of support, it is evident that the severity and complexity of your child's needs require provision beyond that can be offered by our own resources a request for an Education Health and Care Plan (EHCP) may be requested.

The SENCO will explain this process to you and show you how to find out more information about this and give details of parent support organisations which can support you.

### **Tests and Examinations: Access Arrangement**

For some pupils additional arrangements and adjustments can be made to enable them to fully access statutory tests. This might include additional time, rest breaks or use of a scribe.

The SENCO will talk to you if she feels that your child would benefit from these additional arrangements.

### **Curriculum and Teaching Methods (including groupings and interventions)**

How will teaching be adapted to meet the needs of my child?

Our teachers are skilled and supported to adapt teaching to meet the diverse range of needs in each class. Meticulous planning takes into account individual students' needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Additional adults are used to help groups and individual students, with a long term goal of encouraging and developing independent learning skills.

If required, more specific interventions are available to support groups and individuals to develop key areas of their learning and development. Details of the additional support offered to your child will be included in their SEN Support Plan.

Full details of the range of additional interventions available within the school are available on request.

### **Access**

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

We have an accessibility plan in place to ensure that students with SEN or disabilities can take part in all aspects

Depending on specific needs of your child, a more personalised access plan or medical plan will be drawn up in consultation with you. This will be reviewed and updated on a regular basis.

## **Staffing Expertise**

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

An on-going programme of training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with SEN.

Recent training has covered:

- Understanding of autism
- Differentiation and planning to meet the needs of all students
- Identification of students with SEN referral processes
- Use of data to ensure progress for all students

Our SENCO actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEN.

The Academy also seeks advice and guidance relevant agencies to help staff meet the needs of your child to review, evaluate and develop provision for students who have the most complex needs.

We have staff with specialised expertise and qualifications including:

- Primary trained SEN teacher to work with students below level 4
- ASD trained SEN teacher who leads our ASD provision
- SEN teacher who facilitates our support group provisions
- Teaching assistants with specialist skills for supporting students with literacy and numeracy difficulties
- Behaviour mentors trained to use Restorative Approaches to manage conflict
- Qualified well-being coordinator and trained nurse

## **External partnerships**

What support from outside does the school use to help my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- CAMHS counsellor

- RELATE counsellor
- Educational psychologist
- Speech and language therapists
- Occupational therapists

Agency	What they offer?
Educational Psychology Service Our attached Educational Psychologist is: Nicola Tallis	1:1 and small group support Diagnostic assessments Cognitive assessments
Speech and Language Therapy	Diagnostic assessments 1:1 and small group support
CAMHS (Child and Adolescent Mental Health Service).	Diagnostic assessments Counselling Cognitive behavioural therapy
Family Lives Parent Partnership Service	The Parent Partnership Service provides independent information and advice and guidance for parents /carers of children and young people with SEND.
RELATE counsellor	Counselling and support
Occupational Therapy	Physiotherapy Advice on use of materials and resources to use in class
Virtual School for Children who are Looked After <a href="mailto:virtualschool@croydon.gov.uk">virtualschool@croydon.gov.uk</a>	This service oversees and monitors provision for children who are in care of the Local Authority

The full range of local support available to support your child both within and outside of school can be found in the Croydon Local Offer for pupils with SEN.

### Transition

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

Children and young people with SEN can become particularly anxious about 'moving on' so we seek to support successful transition by:

#### **When moving to another school:**

We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.

We will ensure that all records are passed on as soon as possible.

**When moving between classes and phases**

An information sharing meeting will take place with the receiving teacher.

If appropriate there will be opportunities for your child to visit the new class and meet the teacher and other key staff

**When moving to secondary school:**

Our transition coordinator and SENCO will make contact with the Year 7 leader or SENCO once a school has been named to start planning for transition.

Multi-agency meetings may be arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help you child become familiar with the new setting and to reduce any anxieties.

Your involvement in this process will be critical to supporting a successful move.

Other arrangements to support inclusion of pupil with additional need and engagement with their families:

We undertake additional planning and risk assessments to ensure that pupils with SEN can take part in the wide range of extracurricular activities the school offers, including school outings and residential trips.