

## **Statement of Intent**

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. We are committed to meeting the needs of all students including those with special educational needs. There is a shared expectation that all students, 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. The Academy will work 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.

As an Oasis Academy we understand the complex responsibilities of education, through a lens of character, competence and community. These principles, along with the Oasis 9 Habits and ethos, are intentionally developed and embedded throughout all of our academies day-to-day. We have a commitment to inclusion, social integration and closing the disadvantage gap; we want to give advantage to the disadvantaged. Through a fostering of character and relationships, our students and teachers can form meaningful relationships built on a shared determination to learn and develop together as one community; one family.

Together, Oasis staff aspire to:

- Create safe, stimulating learning environments
- Increase progress and attainment above national averages
- Provide high quality teaching which secures good and accelerated progress for all students

## Roles and responsibilities:

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

Subject  
teacher/mentor

If you have concerns about the progress your child is making, you should speak to their subject teacher/mentor first.

They are responsible for:

- Adapting and refining the curriculum they are delivering to respond to strengths and needs of all students
- Checking on their progress in lessons and liaising with home.
- Identifying, planning and delivering any additional support that can be implemented by a teacher required to support progress.
- Contributing to any support plans and next steps required to improve learning.
- Liaising with case workers/ LSAs and the SENCo regarding any concerns over progress that may require further support/intervention.

Special Educational  
Needs Coordinator  
(SENCO)

They are responsible for:

- Coordinating provision for children with SEN and developing the Academy's SEN policy.
- Ensuring relevant assessments are carried out to ensure accurate and timely diagnosis of need and addition to the SEN Register.
- Ensuring that parents are:
  - Involved in supporting their child's learning and access
  - Kept informed about the range and level of support offered to their child through regular parents evenings/SEN evenings, other meetings and phone contact.
  - Included in reviewing how their child is doing on a termly basis, informally via phone and formally at parents evenings/SEN evenings
  - 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, including Educational Psychologist, Speech and Language Therapist and Occupational Therapist.
- Providing advice and training to ensure that all staff are able to provide for SEN students in the Academy, so they are able to make progress in line with their peers.

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

The Principal  
Catrin Green

They are responsible for:

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

[catrin.green@oasiscoulsdon.org](mailto:catrin.green@oasiscoulsdon.org)

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

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

Subject teachers/mentors are encouraged to communicate regularly with home throughout the year where issues arise in addition to parents evening. Meetings are also held termly by subject leads to discuss progress of all students and identify any students whose progress may be a concern.

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. Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support. At this point a member of staff will be identified as main contact between home and academy to help coordinate support and ensure accurate and timely communication. Parents and students will be involved in discussions wherever appropriate.

The Academy uses the Assess, Plan, Do, Review model to help support and monitor the impact of interventions to assess progress. This allows the Academy to build on your child's strengths in assessing appropriate intervention. Additional support strategies will also be suggested for supporting your child at home. We will communicate and involve parents in this process at all stages. Our team of LSAs, caseworkers, deputy SENCo and SENCo will work with you to implement this effectively.

In some cases, it may be necessary to 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.

**It may also be appropriate to present a student at the Locality SEND Support network. They can provide advice, school to school support, referral to specialist services, or additional resources. You and your child will be part of this process alongside the SENCO/caseworker.**

If, despite the implementation of a number of different strategies, over a period of time, 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 students 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. Where possible these assessments will take place in Year 10, however at times it may be necessary for these assessments to be completed in Year 11. A member of the SEN team will talk to you if they feel 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?

All students at the Academy access a broad and balanced curriculum and this is no different for our SEND students. Our teachers are trained to be able to adapt teaching to meet the needs of all students in each class. Detailed 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 reach the same outcomes but are supported and scaffolded in their learning to enable them to do so.

Grouping arrangements are organised flexibly with opportunities for both attainment 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. Whilst LSAs and caseworkers may be assigned to support individual students, their work in class will ensure students are able to develop skills to become independent where possible.

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.

Students in each year group will have access to the support group. This is a small class setting for key subjects such as Maths, English, Science, History, Geography and RE. This enables students who may have low reading ages and attainment scores to access the curriculum and develop with more targeted support to enable them to make progress in line with the rest of their peers.

At KS4 most SEND students take the full range of GCSE options including a Humanities and a Language. A small group of students may work towards gaining additional qualifications such as Functional Skills.

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 of Academy life. 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. This includes:

- Training organised centrally by the trust, Oasis Community Learning, focusing on SEND.
- Quality First Teaching – what are the practical applications for this in the classroom?
- Use of data to ensure progress for all students
- Targeted training focusing on different learning needs such as Autism, dyslexia, SEMH and others.
- Identification of students with SEN referral processes

We will regularly review staff training needs via coaching and lesson drop ins and will use this to inform our plans for training. Our staff actively engage 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. These agencies will help to run training for staff where appropriate.

We have staff with specialised expertise and qualifications including:

- Deputy SENCo to support the SENCo in all duties including the training of staff.
- Primary trained SEN teacher to work with students working below expected level at end of KS2.
- ASD trained SEN teacher who leads our ASD provision.
- SEN teacher who facilitates our support group provisions.
- Higher Level Teaching Assistants – caseworkers who work with and support SEND students in addition to liaising with home.
- Emotional Literacy Support Assistants – working with students to develop key social skills.
- 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
- Place2Be Counselling Service
- KICK Mentoring
- Palace for Life
- Reaching Higher

| Agency  | What they offer?   |
|---|--|
| Educational Psychology Service<br>Our attached Educational Psychologist is: Nicola Tallis | 1:1 and small group support<br>Diagnostic assessments<br>Cognitive assessments   |
| Speech and Language Therapy   | Diagnostic assessments<br>1:1 and small group support  |
| CAMHS (Child and Adolescent Mental Health Service).                                       | Diagnostic assessments<br>Counselling<br>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/ Place2BE counsellor   | Counselling and support  |
| Occupational Therapy  | Physiotherapy and advice on use of materials and resources to use in class   |
| Virtual School for Children who are Looked After  | This service oversees and monitors provision for children who are in care of the Local Authority<br><a href="mailto:virtualschool@croydon.gov.uk">virtualschool@croydon.gov.uk</a> |

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 SENCO and share information about special arrangements and support that has been made to help your child to continue making progress.

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 maybe 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.