

Oasis Academy Enfield
Special Education Needs and Disabilities
Information Report



As an Academy we:

- Identify children with SEND (Special Educational Needs and Disabilities) and ensure provision is made in accordance with the SEND Code of Practice.
- Have an appointed SENCO (Special Educational Needs Coordinator).
- Invest in whole Academy and targeted training for staff.
- Ensure that teaching is inclusive and support practices are embedded throughout the Academy.
- Ensure that all teachers understand that they are teachers of SEND.
- Ensure that teachers are kept informed of students with Special Educational Needs.
- Provide information on Academy arrangements for SEND to parents and the Academy Council.
- Plan for transitions from 11-19 years across all Key Stages.
- Publish on the Academy website the Academy SEND policy and a description of the arrangements and specialist provisions made for children with SEND - including the accessibility plan.

Our commitment and vision

The vision of Oasis Academies is to create both outstanding schools and community hubs. As well as delivering first-class and innovative education, Oasis builds 'Hubs' in the area it works in; creating safe and inspiring local neighbourhoods that provide integrated and diverse services to benefit the whole person and the whole community.

Oasis Community Learning seeks to create and sustain networks of excellent learning communities working in the context of the Oasis Ethos where every student can reach their full potential. Oasis believes this can be achieved through clear leadership, outstanding staff, a positive and affirming environment, strong partnership between students, parents/carers and the local community, along with the wider national and international opportunities the Oasis' global operations create.

Our ethos is an expression of our character- it is a statement of who we are and therefore a lens through which we assess all we do. The work of Oasis Community Learning is motivated and inspired by the life, message and example of Christ. This is encapsulated by the following five statements:

a passion to include everyone
a desire to treat everyone equally, respecting differences
a commitment to healthy and open relationships
a deep sense of hope that things can change and be transformed
a sense of perseverance to keep going for the long haul

At Oasis Academy Enfield, we interpret the Oasis Ethos through the Enfield Way.

The Enfield Way is to be the best that you can be. The Enfield Way is to LEARN: Lead, Excel, Aspire, Resilient, Nurture

Our Commitment to 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.

Our aim is to provide an excellent education for all our students. Our way of doing this is to work hard to ensure that all students make good progress. We also aim to meet the needs of the whole person and the whole community because we value the importance of family and community and the part it plays in education. In this sense, every person matters.

Oasis Academy Enfield is a non-selective Academy open to students of all religious faiths and those of no faith. All places at the Academy are free and available to the local community within an admissions policy that mirrors the admissions arrangements for the London Borough of Enfield's schools.

The Academy is a very inclusive environment and individual students receive high quality help and support when needed. This support is evaluated carefully to ensure that it is having a positive impact.

Who are the best people at the Academy to talk to about my child's Special Educational Need?

	Years 7 to 13
If you are concerned about your child's overall progress	Head of Year
If you think your child may have a Special Educational Need and would like to discuss this	Assistant SENCO vivienne.legg@oasisenfield.org
If you feel that your child's needs are not being met by any of the above	Assistant Principal SEND and Inclusion claudette.dennis@oasisenfield.org
If you still feel that your child's needs are not being met	Principal Anthony.williams@oasisenfield.org

The class teacher or learning guide is your first point of contact for parents and carers.

The Special Educational Needs Coordinator (SENCO), along with the Assistant Special Educational Needs Coordinators are responsible for coordinating all the support and intervention for children across all Phases

The Special Educational Needs Coordinator is responsible for ensuring that parents and carers are kept informed, that SEN reviews are held overseeing the support and interventions for children with SEND and liaising with all agencies involved with your child and ensure that provision is made in accordance with the SEND Code of Practice.

The Code sets out the following expectations:

- High quality teaching, differentiated for individual children, should be available to the whole class.
- Class and subject teachers being responsible for planning the curriculum and assessing your child's progress, even if they have additional needs.
- High quality teaching, which includes effective assessment and target setting, and will identify children making less than expected progress.
- Where progress continues to be less than expected the class or subject teacher, working with the SENCO, will assess whether the child has a special educational need (SEN).
- Where a Special Educational Need is established, the Academy, in partnership with parents/carers and the child, will work through a four-step graduated response: assess, plan, do and review which is an on-going cycle of termly reviews leading to revisions in plans and interventions.
- Where a child with SEN is reaching a point of transition (Year 6 to Year 7 and year 11 to Sixth Form or other Further Education provision) the Academy will work with the parents and pupil to ensure a smooth and successful transition.

- Where there is sufficient evidence that a child's needs are still not being met through the graduated response and Academy's own resources a decision may be reached to request a Local Authority assessment for an Education and Health Care Plan (EHCP).
- Education and Health Care Plans (EHCP) are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHCP will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living
- The Academy will annually monitor and evaluate the effectiveness of its provision for children with SEN.

How will I know how well my child is doing at the Academy?

We:

- Welcome parents and carers and meet with them at least once a term to discuss their child's progress as part of the Academy Review Process;
- Communicate regularly with parents and carers so we can work in partnership.
- Hold Parent Evenings;
- Hold a formal Annual Review Meeting if your child has an EHCP where we will report on their progress and provide a written report. If there is a need we will hold more Review Meetings.

What are the different types of support that may be available for children at the Academy?

	Years 7 - 13
Support for all children	<ul style="list-style-type: none"> <input type="checkbox"/> Differentiated curriculum planning, activities, delivery, and outcomes <input type="checkbox"/> Differentiated resources to support individual needs <input type="checkbox"/> Use of visual signs and symbols <input type="checkbox"/> High Level of training and support provided by key specialist staff <input type="checkbox"/> High Quality Teaching by Subject Teachers <input type="checkbox"/> ICT provision / specialist software to support learning <input type="checkbox"/> In class interventions allocated by Subject Teacher <input type="checkbox"/> Regular assessments and review of data to track progress <input type="checkbox"/> Parent Evenings <input type="checkbox"/> Student support profiles with strategies available as advice for staff <input type="checkbox"/> Termly SEND Review Meeting

	Cognition & Learning	Communication & Interaction	Social Emotional and Mental Health	Sensory and/or Physical Medical Conditions
Additional Support for Year 7 - 11	<ul style="list-style-type: none"> ☐ Differentiated teaching and planning in all curriculum subjects ☐ 1 to 1 or small group additional 	<ul style="list-style-type: none"> • Access to Speech and Language advice and support for students 	<ul style="list-style-type: none"> • 1 to 1 or small group sessions with a Mentor 	<ul style="list-style-type: none"> • Care plans and risk assessments as provided by the Academy Welfare Officer

	<ul style="list-style-type: none"> □ Literacy / Numeracy teaching □ Homework support □ Lunch club □ ICT specialist software - Lexia □ In-class support (Learning Support Assistant) □ Access arrangements support for internal exams □ Kinaesthetic learning □ Writing frames and key word banks □ Team Around the student meetings to share needs and strategies with classroom teachers and support staff □ Student support plans for identified students 	<p>with Educational Health and Care Plans</p> <ul style="list-style-type: none"> • Communication friendly practice • In-class support • Social skills group • Talkabout • Social stories/Comic strips • Speech and Language assessments and interventions • Visual aids • Visual timetables • Team Around the student meetings to share needs and strategies with classroom teachers and support staff • Student support plans for identified students 	<ul style="list-style-type: none"> • Academy Team Around the Student meetings • Full or part time Placement in ARC (Nurture Setting) • In-class support through EHCP provision • Lunch club • Personalised timetables/curriculum • Counselling • Scheduled sessions in Learning Zone • Secondary Behaviour Support Service groups and individual mentoring • Small group interventions - Rules & Respect, behaviour 4 Learning, Anger management, Self-esteem, Relationships, Attention and Memory • Time-out card 	<ul style="list-style-type: none"> • If needed Inclusion staff will liaise with the Hospital and □ Home tuition service. • Some in-class support may address health and safety or access issues. • Specific physiotherapy or occupational therapy programmes may be offered as directed by medical professionals • Staff are made aware of impairment implications and offer flexible teaching arrangements. • Support may be short, medium or long term to enable access to an inclusive mainstream placement. • The Academy offers an individual response to the wide range of needs from • monitoring to full-time support through flexible deployment of resources and personnel • Accessible facilities including toilets and lift • Treatment and Medical room • Medical Support • Personalised learning zone • Student support plans for identified students
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Additional Support for Years 9-13	As above plus: <ul style="list-style-type: none"> • Guided options choices • Public Examination Access Arrangements support.as identified through assessment <input type="checkbox"/> Full or part time Placement in ARC or Academy Alternative Provision <ul style="list-style-type: none"> • Student support plans
Transition to Post 16 Education	<ul style="list-style-type: none"> • Early Careers Interview • Additional guidance and support as to Post 16 options • Support with Sixth Form/College/Apprenticeship applications
Transition from Sixth	<input type="checkbox"/> Careers Interview
Form Across All Years	<ul style="list-style-type: none"> • Liaison with Parents • SEND Meetings

Across All Phases from year 7 to Year 13	
Partner Agencies	<ul style="list-style-type: none"> • Educational Psychology • Behaviour Support Service • Educational Welfare Service • Enfield Business Partnership (Work placements) • Careers Advice • Work placement • Speech and Language Service • Occupational therapy • Physiotherapy • Youth Offending Team • CAMHS (Children and Mental Health Services) • Enfield Parent Partnership • Home and Hospital Teaching Service • Pupil Referral Units • Special School Outreach Service • Enfield Virtual School for Looked After Children • Disability database • Parent support groups • Fresh Steps, ACE, CONEL and Barnet & Southgate, and other off-site education providers. □ Enfield Young Carers Project • Enfield Young People's Project • Social Care and MASH Team • Enfield Special Education Needs Panel.
Continuing Professional Development for Academy staff	<ul style="list-style-type: none"> • Whole Academy Training from internal / external sources • Targeted faculty / individual training • Master classes training • Sharing of good practice • Inclusive practice self-evaluation • Rolling programme of training on health issues, epilepsy, anaphylaxis etc.

What happens if my child with SEND makes very little progress at the Academy?

- Parents and carers are asked to make an appointment with the class teacher or learning guide if they have concerns about attainment, achievement, progress or happiness in the Academy.
- If your child continues to make little progress despite the extra support provided by the Academy we will look to provide external support and advice. If there is evidence that your child has severe and complex needs that cannot be met by the resources available to the Academy, we will ask the Local Authority to undertake a statutory assessment of SEN either as set out in the SEN Code of Practice or through a request for an Education Health and Care Plan.
- We have a Regional Academy Director who is responsible for making sure the necessary support is available for every child who attends the Academy.

If you need to complain

Parents and carers have the following rights of redress, should the Academy or Oasis Community Learning fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The Academy complaints procedure
- An appeal to The SEN and Disability Tribunal
- A claim against the responsible body (Oasis Community Learning) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the Academies Ombudsman

