**Special Educational Needs/Disability Information Report**

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| Principal | Anthony Williams |
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| 1 | **About this report**  *(SEND CoP 6.81)* |
|  | * The Children and Families Act 2014 says that all maintained schools must publish a special educational needs and disabilities (SEND) information report every year. * This report explains how our school meets the needs of students with SEND and it will refer to the boroughs local offer. * The local offer outlines support available for parents and families and can be found here: SEND Enfield Local Offer * In the report, we explain how we meet our duties towards students with special educational needs and disabilities. * This report will be published on our school website and reviewed annually. We will gather the views of parents and students to inform this report. If you want to give us your views about the report, please contact the [SEND@oasisenfield.org](mailto:SEND@oasisenfield.org) |
| 2 | Who do I contact? *(SEND CoP 6.79 bullet 5)* |
|  | * The special educational needs and disabilities coordinator (SENDCo) is responsible for managing and co-ordinating the support for students with special educational needs and disabilities, including those who have education health and care (EHC) plans. The SENDCo also provides professional guidance to staff and works closely with parents and other services that provide support for students in the academy. * The SENDCo at Oasis Academy Enfield is Claudette Dennis, who is a qualified teacher and is undertaking the National Award for SEN Coordination. * The SENDCo is available on 01992 655400 or can be contacted by email on [Claudette.dennis@oasisenfield.org](mailto:Claudette.dennis@oasisenfield.org) |
| 3 | **Which students does the academy provide for?**  ***(SEND CoP 6.79 bullet 1)*** |
|  | * Oasis Academy Enfield is part of Oasis Community Learning Trust, and we admit students from ages 11 to 18 years. * We are an inclusive academy. This means we provide for students with all types of special educational needs, including those with EHCPs, hearing impairment, dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and social, emotional, and mental health difficulties. Placement for students with EHCPs must be arranged through the SEND team at Enfield Council. * There are other kinds of special educational needs which do not occur as frequently and with which the academy is less familiar, but we can access training and advice so that these kinds of needs can be met. * If you require a place for any student with special educational needs who does not have an EHC plan, you should apply as normal, and your application will be considered in the same way as applications from students without special educational needs. * There may be instances where the needs of a student are significant and/or complex and we will need to seek additional resources and advice or request statutory assessment for an appropriate provision and/ or setting to be identified.   **Please follow the academy’s website link for further information about admissions:**   * [Admissions](https://www.thesittingbourneschool.org.uk/page/?title=Admissions&pid=39)   **Local authority school admissions**:  Contact information for school admissions and applications -https://www.enfield.gov.uk/services/children-and-education/school-admissions-and-applications |
| 4 | **How does the school meet the needs of students with SEN and disabilities?**  *(SEND CoP 6.79 bullet 5, SEND CoP 6.80 re looked after child)* |
|  | **Our Academy Vision**  We are proud of the inclusive nature of our academy, where children of all abilities, backgrounds and beliefs feel valued and are given the guidance and support they need to flourish.  Our academy is built on a strong sense of community, making us a warm and very special place to be part of. Our staff are thoroughly committed to ensuring the wellbeing, happiness, and success of every child; and before long, all students feel they belong and have the confidence to develop into the best they can be.  We believe that children are empowered through learning, that education can deliver exciting ideas and opportunities – and change lives. In this fast paced 21st Century, a great education is more important than it has ever been in guaranteeing that young  people are equipped with the knowledge and skills they need to develop their talents  and grow into successful adults. We are intent on delivering a broad and ambitious curriculum which is challenging but complimented by quality first teaching, so that all our students leave us as confident, rounded individuals, enriched and ready to take on the world.  **Empowered through Learning**   * Shape, arrow    Description automatically generatedWe are committed to meeting the needs of students with SEND as part of a whole academy approach within our duties described under the Children and Families Act 2014, and the Equalities Act 2010. * We provide an appropriate and high-quality education for every student delivered through quality first teaching. * Sometimes additional support is required to support a student’s progress and achievement, and reasonable adjustments are made where necessary. * Where a student is identified as having special educational needs, the school will use a four-part cycle of support - Assess, Plan Do, Review (APDR). * An analysis of a student’s needs is carried out and evidence is gathered in collaboration with parents/carers and the student where appropriate. * Targeted intervention is delivered within a given time frame and this is supervised by the inclusion team and the class teacher. * The effectiveness of support and progress made against these targets is reviewed at agreed intervals and next steps are planned, including referrals to external, specialist agencies. * Both the SEND register and SEN Student Profiles are updated each term and distributed to members of staff. * If the student is looked after by the local authority, they will have a bespoke Personal Education Plan (PEP). We will coordinate these plans with the SEND support plan and will involve parents and carers as well as foster carers or social workers in discussions. |
| 5 | **How does the academy identify students’ special educational needs?**  ***(SEND CoP 6.79 bullet 5)*** |
|  | * We aim to identify students’ special educational needs (SEND) as early as possible, so that every student achieves the best possible outcomes. * We aim to identify students’ special educational needs (SEND) as early as possible, so that every student achieves the best possible outcomes. * A student has SEND where their learning difficulty or disability calls for special educational provision-that is provision which is different from or additional to that normally available to students of the same age. * The identification of students with SEND is built into our overall approach to monitoring development and progress. * We gather information about any additional needs or concerns relating to individual students during transition meetings with parents and previous providers before they enter the school. At the same time, we consider evidence that a student may have a disability under the Equality Act 2010 and what reasonable adjustments may need to be made for them. * We then assess students’ current skills on entry, building on information from previous settings and where applicable, continue the provision and support necessary for them. * Regular ITMs (Inclusion Team Meetings) take place where the pastoral team meets with the inclusion team to discuss students of concern have been raised by class teachers or other members of staff where support maybe required. * Class teachers, supported by the senior leadership team, monitor the progress of all students three times a year to review their academic progress. We also use a range of assessments with all the students at various points e.g., CATs (cognitive ability tests) on entry into Year 7 and the NGRT reading test annually. * The academy uses several other diagnostic assessment tools when required e.g., SNAP, WRAT 5, Boxall Profile, Dyslexia, Dyscalculia screening etc. * We have an independent specialist for speech and language who work with some of our EHCP students, and these strategies are used across our SEN students as required. * The SEND Code of Practice, 2015: 6.17, identifies less than expected progress as:   + significantly slower than that of their peers starting from the same baseline.   + fails to match or better the student’s previous rate of progress.   + fails to close the attainment gap between the student and their peers.   + widens the attainment gap   ● Where progress continues to be less than expected, the class teacher, working with the Inclusion Team, will assess whether the student has SEND according to the broad areas of need identified in the SEND Code of Practice, 2015.  ● We work with parents/carers and the student when appropriate as part of the assessment and in order to agree the desired outcomes.  ● This is also the case for a student with behavioural difficulties who may have SEN (6.21) and a student with English as an additional language (6.24).  ● Students may have one or more broad areas of special educational need:   * Communication and interaction – including speech and language difficulties and autism * Cognition and learning – including developmental delay and specific learning difficulties such as dyslexia, and dyscalculia. * Social, emotional and mental health difficulties – including difficulties with behaviour, attention deficit hyperactive disorder, attachment disorder or anxiety. * Sensory and/or physical needs - including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a student’s learning. * We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used. |
| 6 | **How does the school teach and support students with SEND?**   * ***(SEND CoP 6.79 bullet 7)*** |
|  | ● Additional intervention and support cannot compensate for a lack of good quality teaching Code of Practice 6.37.  ● Class teachers plan high quality lessons and use our five principles for progress EQUAL (Embed knowledge, Questioning, Use of scaffold, Assessment, Learning about your students) prioritising reading out loud, choral repetitions, modelling, turn and talk, dual coding, time allocated to students to ask questions, literacy, and scaffolding, all strategies recommended in the EEF’s ‘SEND in Mainstream Schools Guidance Report’ (2021). Challenging learning opportunities are differentiated to meet the abilities of groups or individuals.  ● Appropriate adaptation is planned according to individual needs and, where applicable, these reflect individual targets.  ● Students with an EHC plan have bespoke interventions as identified in their personal plan.  ● Resources are provided to meet any sensory or emotional needs of students to support their full access to the curriculum.  ● Staff demonstrate sensitivity to the needs of students with SEND when determining seating arrangements and groupings.  ● The inclusion team provides advice for staff and a first contact for obtaining more specific advice from external professionals.  ● A multi-sensory approach, using a range of practical resources, equipment, and technology, supports all stages of learning.  ● When appropriate, teachers will make meaningful cross-curricular links between subjects in the curriculum. Real life, practical links are made wherever possible to ensure that students see the ‘big picture.’  ● There is an emphasis on learning through dialogue, with regular opportunities for students to talk both individually, in groups and pairs.  ● The expectation is that students will accept responsibility for their own learning and work independently where possible.  ● Staff will use encouragement and praise to engage and motivate students.  ● Strategic, adult deployment is coordinated by the inclusion team to ensure support staff are used effectively to support students’ additional needs.  ● Provision management systems for each class/cohort identifies, ‘additional to and different from,’ interventions with SMART targets to meet the additional needs of groups or individuals according to the four broad areas of need.  ● Teachers remain responsible and accountable for the development and progress of the students in their class, including when students access support from teaching assistants or specialist staff.  ● Teaching and support staff participate in continued professional development opportunities to refine skills and practice to meet the needs of students with SEND. |
| 7 | **How will the curriculum and learning environment be matched to students' needs?**  ***(SEND CoP 6.79 bullet 8)*** |
|  | ● As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, we update and publish our current school accessibility plan and equalities objectives on our website.  ● All students will have access to a broad and balanced curriculum.  ● We will set high expectations for all students. Please see our curriculum tab on the academy’s website for further information regarding your child’s curriculum overview and whole academy subject areas.  ● We adapt the curriculum for each student with SEND to make sure that they can access the subjects at their own level and make progress whilst remaining ambitious in terms of outcomes. This is called ‘adaptation’.  ● We will look at the student’s level of achievement and see what support they need to make good progress and reach their potential. We will talk with students and parents as part of the SEND assess, plan, do, review support cycle.  ● According to our statutory duties under the Equality Act 2010, we make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged.  ● We are an academy that also promotes a dyslexia friendly learning environment where seating arrangements can be adjusted with a reduction in background noise and visual movement.  ● At Oasis Academy Enfield we have a Well-being Room, where individual students may benefit from periods of quiet reflection in a safe space away from the main learning environment to help reduce levels of anxiety and frustration. we provide safe spaces in both lesson and unstructured times. |
| 8 | **How are parents and carers involved in reviewing their child’s progress and planning support?**  ***(SEND CoP 6.79 bullet 3 and 5)*** |
|  | * Oasis Academy Enfield is committed to working in partnership with parents and carers. * Parents/carers are actively involved in the construction and review of personalised plans and they are invited to attend annual review meetings to evaluate their child’s progress in relation to education, health and care plan (EHCP) targets. * EHCPs are reviewed annually. Students and their parents/carers are given the opportunity to meet with external agency professionals to discuss their child’s additional needs during multi agency meetings, including children looked after (CLA) reviews, individual health care plan construction, risk reduction planning, child protection review conferences, core group meetings and family support meetings. * Parents or carers are encouraged to participate in our support cycle - Assess, Plan, Do and Review (APDR) three times a year. This may be adjusted if the provision for the student needs to be amended. * In addition to parents’ evenings once a year to discuss their role in supporting their children at home, parents or carers can meet with their child’s class teacher informally after school if they have a concern. * They can also make an appointment to meet with a member of the inclusion team to discuss specific provision and any SEND related issues. * There is an overview of the curriculum for each year group available on our website so that parents or carers are aware of what is being delivered each term. * An annual written report will be received by parents or carers at the end of each academic year. * They are also encouraged to support their children with homework activities and through attending key performances or special events. * The academy uses a range of communication methods to share messages and achievements which foster a positive partnership between home and school. This includes postcards, L-points, phone calls home. * Termly coffee mornings are held for parent/carers with a specific focus. * This allows parent/carers of special needs students the opportunity to socialised and seek advice. * Parental questionnaires enable the school to receive constructive feedback. |
| 9 | **How are students involved in reviewing their progress and planning support?**   * **(SEND CoP 6.79 bullets 4 and 5)** |
|  | * Wherever possible, the academy will always encourage students with SEND to be involved in the decisions regarding their learning experiences. * We will:   - Listen to the views, wishes and feelings of students  - Provide them with appropriate information and support to help them make decisions  - Nurture all aspects of their development so they achieve the best possible educational and wider outcomes in preparation for adult life.   * We will achieve this using:  |  |  |  | | --- | --- | --- | | ***Activity*** | ***Who’s involved?*** | ***How often?*** | | *Self-assessment* | *Student, class teacher* | *Daily* | | *Student Leadership* | *Class, class teacher,*  *Student Leadership*  *Lead* |  | | *Individual student Voice* | *Student, SENCo, key learning support assistant* |  | | *SEN support review meetings* | *Student, parents, class teacher, supported by SENCo* | When required | | *Annual reviews (EHC plans only)* | *student, parents, SENCO, external services* | *Once a year* | |
| 10 | **How does the school prepare and support students to transfer to a new school/ college or the next stage of education and life?**  ***(SEND CoP 6.79 bullet 6)*** |
|  | * We are sensitive to the individual needs of your child at all points of transition and there are well structured arrangements within and between phases which can be tailored to suit specific needs. * Appropriate members of staff will arrange and undertake transition meetings. * Multi-agency transition meetings will be necessary to ensure a smooth transition for a student with more significant needs. * Additional internal or external visits are organised when required. * Preparation work can also be carried out with individual students to reduce feelings of anxiety for a smoother transition using tailored resources. * The academy liaises with onward destinations to plan a series of transition sessions according to need. * The academy liaises with supported learning departments to ensure that they are fully aware of support required for any student with an EHCP. * A careers adviser meets 1:1 with EHCP students in Year 9 to discuss career paths and options available after Year 11. * Career events and activities arranged throughout the academy are all inclusive and are delivered through Assemblies and Character Education. * From Year 9 onwards, parents and students are encouraged to begin discussions on * Post 16 provision and exploring options aimed at preparing students for adulthood. |
| **11** | **What CPD opportunities are available to staff?**   * ***(SEND CoP 6.79 bullet 9)*** |
|  | * Training is planned to reflect expectations in the academy strategic plan which is reviewed annually by senior leaders and staff. * Staff receive regular CPD on supporting students with SEND. As well as INSET days, the SENDCo regularly delivers training in Department training sessions and ECT training sessions. |
| **12** | **How does the school measure how well it teaches and supports students with SEND?**   * ***(SEND CoP 6.79 bullet 10)*** |
|  | ● We regularly and carefully review the quality of teaching for all students to make sure no-one under achieves.  ● We use information systems to monitor the progress and development of all students.  This helps us to develop the use of interventions that are effective and to remove those that are less so.  • Every student in the academy has their progress tracked and discussed at parents’ evenings.  • The Trust SEND Leadership Group supports us in regular self-evaluation and this informs our school SEND action plan.  • Leaders review the quality of teaching and learning for all students with SEND through lesson observations, learning walks, book looks and student voice. This is to evaluate whether teaching and programmes of support have made an impact on students’ progress within the four broad areas of need.  • Senior leaders hold regular meetings with the SENDCo to maintain a strategic overview and to facilitate a consistent, professional dialogue in order to plan next steps.  • The academy has a three-wave provision management system:  -Wave 1 provides quality first teaching strategies and intervention entry/exit data to meet the additional needs of groups or individuals in each class.  - Wave 2 is used by support staff to record intervention target work and progress, this information informs outcomes in Layer 2.Intervention delivery is monitored by the inclusion team using drop in sessions with written feedback provided.  -Wave 3 interventions and exit data are rag rated and discussed during strategic review meetings to inform future planning.  • We invite parents/carers to provide feedback in a variety of ways including structured conversations, pastoral support meetings, parent surveys and the Ofsted parent view website: https://parentview.ofsted.gov.uk/.  • EHCP outcome requirements are monitored.  • The leader for inclusion has a clear understanding of the nature and effectiveness of the support in place for each student.  • Teachers and support staff have easy access to information about the needs of the students who have SEND and suitable strategies to meet these needs.  • Teaching builds well on students’ starting points and has a suitable level of challenge. Typically, support staff are well deployed and provide helpful support.  • The SENDCo has clear suitable expectations for the way teaching assistants should be deployed in lessons. |
| **13** | **How accessible is the school and how does the academy arrange equipment or facilities that students need?**  ***(Section 69 Children and Families Act 2014)*** |
|  | **●** The school is subject to the Equalities Act, 2010 and makes reasonable adjustments, providing auxiliary aids and services to prevent a disabled child being disadvantaged.  ● Our current accessibility plan and equalities information and objectives can be found on the academy’s website. This plan is prepared under paragraph 3 of Schedule 10 to the Equality Act 2010.  ● Outside agencies are also consulted when necessary for their expertise and advice, e.g., occupational health and physiotherapy. They will visit the academy and/or provide support to teachers and other staff working with identified students.  ● Specialist equipment or resources may be sourced by the inclusion team to enable identified students to access all aspects of the curriculum, (Assistive listening devices, specialist chairs etc.) |
| **14** | **How are students with SEND included in activities with other students, including school trips?**  ***(SEND CoP 6.79 bullet 11)*** |
|  | ● Our current accessibility plan and equalities objectives can be found on the school’s website.  ● We have a commitment to every student being included in all activities, including physical activities, extra-curricular activities and school trips.  ● Through careful planning and reasonable adjustments, students with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.  ● The destination and nature of off-site visits will be taken into account when considering the needs of students with SEND and the relevant risk assessments will be written to reflect any additional needs.  ● We work with parents/carers and students to listen to their views, feelings and wishes.  ● Parents/carers may be invited to accompany their child during visits or agree to flexible arrangements such as different transportation or adjusted timings.  Reasonable adjustments are made to ensure that students with SEND are able to participate alongside their peers during performances or sports days. |
| **15** | **What support is there for students’ overall well-being and their emotional, mental and social development?**  ***(SEND CoP 6.79 bullet 12)*** |
|  | ● Oasis Academy Enfield is proud of its inclusive ethos which forms an intrinsic part of our daily practice to include a wide range of interventions to support the social and emotional development of our students.  ● We will monitor and review progress as part of the SEND support planning cycle of assess, plan, do, review (APDR).  ● For some students with significant mental health and wellbeing needs we can also provide the following: access to our academy counsellor, a mentor, external referral to CAMHS, time-out space for student to use when upset or agitated etc.  ● The academy may work with external services to support students: ( CAMHS, Ed Psychs, speech therapists, Young Carers, etc) |
| **16** | **What specialist services does the school use to support students and their families?**  ***(SEND CoP 6.79 bullet 13)*** |
|  | ● As part of the cycle of SEN support - assess, plan, do, review (ADPR) we will consider whether we need to involve other services to make sure a student’s specific needs are met.  ● Parents or carers will be asked to give their consent for other external specialists to work with their children.  ● Specialists from a range of support services might be working with a student on a regular basis or over a set period of time, e.g. weekly for one term.  ● The academy has developed positive links with a number of external agencies in order to support students with SEND: CAMHS, Ed Psychs, Speech Therapists, academy Counsellor.  The SENDCo is the designated person for looked after children  ● Responsibilities include:  - The management of Personal Education Plans (PEPS), attendance at CLA review meetings to discuss educational progress and targets.  - Regular liaison with The Virtual School, social workers, foster carers/parents and relevant adults in the school community.  ● The designated safeguarding lead coordinates risk reduction planning for safeguarding issues, attends core group meetings and multi-agency strategy meetings. |
| **17** | **What do I do if I am not happy or if I want to complain?**  ***(SEND CoP 6.79 bullet 14)*** |
|  | Parents can contact their child’s Head of Year, in the first instance.   * If parents are concerned about a particular subject, they should contact the class teacher direct. * Concerns regarding a students’ specific SEND or progress can be raised with the SENDCO |