



SEND

Information report

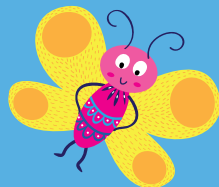
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School Vision Statement for SEND

At Oasis Academy Broadoak we have a passion to include everyone in every aspect of school life, treating them equally regardless of differences.

We have developed an **inclusive curriculum** to meet the needs of all of our learners ensuring all our children with SEND have the opportunity to be as independent and healthy as possible and to **achieve their full potential**.

To accomplish this we actively **support and remove barriers** to learning, as all children are entitled to an education that is appropriate to their needs. All staff encourage children to develop self-belief to become the best versions of themselves so that they can **reach their goals**.

We know that the parents, carers and families of children with SEND may face certain challenges, therefore it is our ambition to provide them with access to the relevant professionals and information to best support their child.

We place great emphasis on keeping pupils and parents well informed to ensure that good relationships are at the heart of everything we do.



What kinds of Special Educational Needs are provided for at Oasis Academy Broadoak?

The term Special Educational Needs and Disability (SEND) has a legal definition.

Children with SEND all have difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children.

Special educational needs and provision can be considered in four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

What is the Information Report?

This is a directory of all services available to support pupils with SEN and their families. This information will set out what is normally available in schools to help children with SEN as well as the options available to support families who need additional help to care for their child.

What is the local offer?

The local offer provides parents/carers with information about how to access services in their area, and what they can expect from those services. It allows parents/carers and young people to understand how schools will support them and what they can expect across the local settings.

www.tameside.gov.uk/localoffer



How does Oasis Academy Broadoak know if my child has SEND?

All staff at OAB are responsible for identifying pupils with possible special educational needs. We are all teachers of SEND.

We know when pupils need help if:

- Concerns are raised by parents, teachers, teaching assistants or the pupil's previous school/nursery
- There is less than expected progress
- Attainment is below national expectation
- The attainment gap is widening between a pupil and their peers
- There is a change in the pupil's behaviour
- A pupil's attendance is poor
- A pupil asks for help

What should a parent do if they think their child may have special educational needs?

- Parents should in the first instance speak to their child's teacher
- If appropriate, the teacher will make an internal referral to the SENCO for additional support
- School will then inform you that your child has been added to the SEN register



How will parents/carers and Oasis Academy Broadoak know how my child is doing?

A person centred approach is at the heart of decision making for children with SEND at Oasis Broadoak.

We follow the graduated response – Assess, Plan, Do, Review. Parents are involved at every stage of their child's education through:

- Regular meetings are held between SENCO and the pastoral team, as well as staff meetings with teachers and support staff

- Every pupil is discussed at least 3 times a year at SEN review meetings and this is in addition to their standard whole class progress meetings
- Person Centred Planning Meetings (PCP)
- Parent's meetings
- Data Tracking for pupil progress and parent reports
- SENCO meetings
- EHCP annual reviews
- Teacher's available after school at home time
- Senior Leaders available at the start of every day near the entrance
- Communication by telephone, email, home/school book where necessary
- Parental Questionnaires
- Parents Info page on website
- SEND Information report
- Good relationships with key person/class teacher
- Pupil voice



How does the school support pupils?

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

If this is identified as not enough for an individual, we then offer the following:

- Adult support in small groups or individual lessons
- Personalised curriculum
- Evidence based interventions
- Nurture provision
- Peer support
- Additional learning during lunch or after school
- Social groups
- Extra-curricular activities
- Technology in class/interventions
- Nurture breakfasts
- Quiet Lunch
- Rainbow Room
- Adaptation of resources and/or learning environment
- External agency referrals to request involvement
- Delivery of targets from external agencies



How does Oasis Academy Broadoak evaluate the effectiveness of provision for SEND children?

Impact tracking is completed at least termly and adaptation to provision is made in light of these findings.

- Progress and evaluation is reported to the Academy Council member with responsibility for SEND
- Annual report to the Academy Council
- SEND information report, reviewed annually, posted on school website.
- The SENCO and Principal meet regularly to review the list of children and their progress
- Data review with Principal and SENDCO



**Aiming High,
Working
Hard, Having
Fun Together**

What support will there be for my child's overall wellbeing, including social, emotional and mental health?

We place strong emphasis on developing children's understanding of their own and others' needs and feelings through a programme of PSHEC (personal, social, health, education and citizenship). This may be taught as:

- Discrete lessons
- Integrated into other subjects
- Promoted through assemblies and other day to day events in our academy life

Pupils are also supported by:

- Safeguarding team
- Social skills interventions
- School council
- Pupil voice
- One Page Profiles
- Meet and greet by a known adult
- Breakfast, lunch and afterschool clubs
- Positive behaviour policy and anti-bullying policy
- Pupil premium/pupil premium plus
- Keeping Children Safe in Education guidance

Families are supported by:

- Early help team
- Person centred planning
- School health team
- Attendance officers
- Pastoral team
- Breakfast, lunch and afterschool clubs
- Signposting children and families to safeguarding information
- SEND information and Advice and Support service



How are staff kept up to date with the Special Educational Needs in School?

The school recognises the importance of the National Award for Special Educational Needs Accreditation and the SENDCo has completed this qualification.

SENDCO actively engages in a range of opportunities to share best practice and keep abreast of current, local and national initiatives and policy to support children with SEN.

The school seeks advice and guidance from local special schools and other relevant agencies to help school staff develop provision for children who have the most complex needs.

Specialised training for teachers and support staff (both external and in house) is an important part of ensuring that they have the appropriate skills and knowledge to support children with SEND.

Whole staff

- Provision mapping
- Mental health and well-being
- Person centred planning
- Staff INSET days
- SEN toolkits
- Safeguarding
- CPOMS
- Prevent
- Channel

Individual staff

- Speech and language therapy
- Direct Phonics
- Hotshots
- WELLCOMM (S&L training)
- Nessy
- Dynamo Maths
- Lexia
- Toe by Toe
- Team Teach

SENDCO

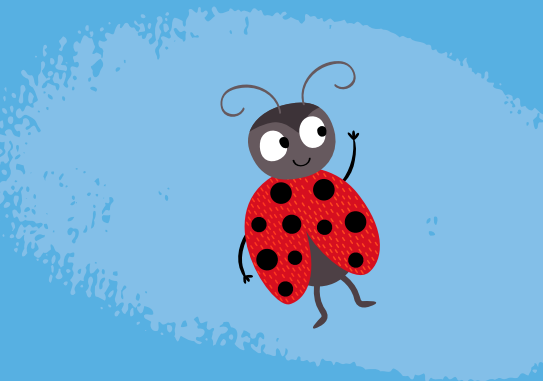
- NASENCO qualification
- SENCO development days
- SEND National conferences
- EHCP training and support
- Early help assessment
- WELLCOMM (S&L training)

What specialist services and expertise are available at or accessed by the Oasis Academy Broadoak?

At times it may be necessary to consult with outside agencies to receive specialist expertise. The agencies used by the school include:

Local Authority

- Pupil support services (PSS)
- Additional and complex needs service
- Educational Psychology
- Hearing and Visual impairment teams
- Jigsaw team
- Early Help team
- Counselling service
- Bereavement counselling service
- Social Services
- Looked After Children Designated Teacher forum
- Thameside and Oldham MIND
- BLISS Behaviour support
- Special Educational Needs and Disabilities Information and Advice Service (SENDIASS)
- Occupational Therapy
- School Nurse
- Educational Welfare Officers (EWO)



Health

- Healthy Young Minds (HYM)
- Speech and Language Therapy (SALT)
- School Nurse
- Children's Occupational Therapy Service
- Children's Physiotherapy Service
- Virtual School for Looked After Children
- Community Paediatric Team

How accessible is Oasis Academy Broadoak for children with SEN or disabilities?

The school is equipped with a lift, ramps for entry into the building and accessible toilets on each floor including changing facilities with a hoist.

As a fully inclusive school, Oasis Academy Broadoak has several features to allow disabled access to our site:

- Wide doors for wheelchair access and a lift to allow access to both floors
- Shower area and several areas including a hoist for intimate care
- Our school building is a step free zone with all facilities at ground level or lift accessible

All children have the right to access off site educational visits where it is safe for them to do so.

For those with additional needs, alternative provision can be made, for example, additional adult support, alternative transport arrangements or alternative arrangements for the administration of medicines.

Additional equipment and communication aids are used where they support access for particular pupils.



How will Oasis Academy Broadoak prepare and support my child to transfer to a new school or next stage of education?

Some children with SEN can become particularly anxious about transition. As a school we try to make this as stress free as possible for both you and your child.

When moving between classes a transition meeting will take place between the current teacher and the new teacher. If appropriate there will be opportunities for your child to visit the new class and meet key staff. A transition photo book can be used to assist with this change.

When moving to secondary school the SENCO will liaise with all of the receiving schools, regarding any child with additional needs. 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 your child become familiar with the setting and to reduce any anxieties.

Pre-school

- Home visits
- Open Days
- Liaison with pre-school SEN services
- Transition meetings with nurseries/ pre-school settings

Between age phases

- Sessions with the new teacher
- Visits to the new classroom
- Additional transition visits
- Person Centred Planning Meetings
- One Page Profiles
- EHCP reviews
- Transition books

To a new school

- Transition meetings with High School staff
- Additional transition visits
- Person Centred Planning Meetings
- One Page Profiles
- EHCP reviews
- Move-up days
- Transition books



How are the academy's resources allocated and matched to children's special educational needs?

The Principal and SENCO ensure that children with SEND have the resources they need in order to make good progress and be fully included in academy life.

If the assessment of a pupil's needs for an Education, Health and Care Plan (EHCP) identifies something that is significantly different to what is usually available, there will be additional funding allocated.

Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan in partnership with the Local Authority.



How are children with Special Educational Needs consulted with and involved in their education?

Young people are involved at every stage of their education through:

- Good relationships with key person/class teacher
- One page profile
- Person centred planning meetings
- School council
- EHCP reviews



Who can parents contact for further information?

- Parents can contact their child's teacher in the first instance
- Kristy Todd (SENCO) Kristy.todd@oasisbroadoak.org

Where parents/carers can get extra support.

There are a number of parent support groups:

- www.autism-care.com
- www.family-action.org.uk
- www.parentpartnership.org.uk

SENDIASS offers confidential and impartial information, advice and support to children, young people and their parents/carers on Education matters and Health and Social Care matters in relation to education.

It aims to encourage and develop partnership between children, young people, parents/carers, schools, the local authority and all other partners who are involved in working to identify, assess and meet the special educational needs of children and young people.

- www.tameside.gov.uk/sendias



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Oasis Academy Broadoak

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Follow us on  **@OABroadoak**

