

Intent:

Oasis' ethos is based on an overarching theme of Inclusion; welcoming, encouraging and enabling all to achieve their best whatever the challenges may be in doing so.



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 SENDCO (Special Educational Needs Coordinator)
- Invest in whole academy and targeted CPD 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
- Plan for transitions across all Key Stages and prepare for next phase of their learning

Equality and inclusion are at the heart of Oasis Woodview. 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.



The Academy's aim is to ensure that all its students achieve their full potential, regardless of differing needs. If a student has special educational needs or disability needs (SEND), the Academy will take every reasonable step to identify and meet them. We endeavour for every child to make good or better progress from their starting point not just educationally but also in their ability to socialise and apply strategies taught to everyday situations.

We also recognise our children's abilities outside of academic outcomes. It is key for our staff to identify and recognise our children's talents and support the flourishing of these. All our children have individual skills that we encourage and nurture whether these be artistic, musical, sporting or otherwise.

Implement:

Coverage through curriculum:

- Every Class in our school has an additional adult working full time with them to support identified children alongside the Class Teacher. Our aim is to develop independent learners that can apply skills they are being taught following appropriate support to meet their needs.
- All children with additional learning needs remain in class in the morning and will work as part of a small focus group with either the Class Teacher or TA. It is important for our children to have full access to the curriculum and be exposed to modelling of good vocabulary and peer discussions within the class.
- Focus groups and target work is fluid based on the individuals needs and progress. Interventions are reviewed half termly and class teachers work alongside TAs to ensure appropriate support and progress is evident.
- Children working outside of the Age Related Expectation (ARE) will work within the Learning Objective (LO) of the lesson, but be pitched according to their individuals targets produced through their SEN continuum assessments. It is important for the children to work alongside their peers accessing the same learning content, whilst being appropriately differentiated and planned for through their own targets.
- Any additional targets that the children need support with will be focused on during afternoon interventions. These are carefully planned for so that children are accessing all of the curriculum.
- Children with Education, Health and Care Plans (EHCP) or SEND support Plans (SSPs) also have additional targeted 1:1 or small group work to meet their additional needs and targets
- Oasis Woodview has a full time Senior Learning Mentor to work with our vulnerable children and also the children with additional needs. We also use ECNM services for additional mentoring support.
- There are Social Groups for each year group running throughout the afternoons. These focus on developing children's language and social interactions. They also focus on building friendships and understanding and regulating emotions so that the children can apply strategies taught in class and during outside play. She also runs lunch time provision for our most vulnerable children.
- The Learning Mentor also has 1:1 mentoring sessions with specific children and a drop in time for all children across the school to access.
- All children have access to the school sensory room for regulating stimulation or sensory break. There are also SEMH rooms in each area of the school for children to access.

Monitoring: All children on the SEN register or children who are working below ARE are assessed against the Birmingham Continuum Toolkit for Reading, Writing, Speaking and Listening and Maths

- Children are teacher assessed half termly. Each half term the children will receive new targets to work on and Class Teachers and TAs will adapt their action plan and timetables to meet the needs of their children in their class.
- Children with an EHCP/ SSP will have an annual review with professionals and parents.

Impact:

2018-2019 data (Most recent full year, due to COVID closures):

Data from SEN Continuum toolkit (average progress across the school % of children)

Subject	1+	2+	3+
Maths	75.3	52	20.6
Reading	74.3	47	4.7
Speaking and Listening	86.4	48.6	8.8
Writing	77	40.5	7.25

Our children are taught strategies to help them work independently and this has been showcased for a number of individuals on the SEND register since last academic year. Children previously unable to focus in the classroom are now engaged with group work and achieving at their level. Progress outside of measurable continuum targets, with children being able to follow routine, cope with change and be involved in the school community have been a real success for our individuals.

Teacher CPD:

- We have half termly training sessions around different SEN needs
- All staff including MDS have had Tier 1 ASC awareness training
- All staff have a meeting with the SENDCO termly to go through data and impact of interventions using their class SEN action plan
- TAs have had targeted training in 2018-2019 around new systems put in place to support children and have taken part in peer modelling across the school to ensure consistency in approach
- SENDCO attends all LA training updates and Academy SEND RINs to feedback to staff

Community and Families:

- SENDCO has weekly duties outside at the start and end of day for informal chats with all parents
- Supporting your child with additional needs coffee morning organised termly with school Educational Psychologist
- Parents evening meetings with Class Teachers and SENDCO
- Annual reviews
- School work alongside the LA professionals to support children with strategies and advice and communicate this with parents to ensure consistency through school and home
- Shared resources from school to home to support
- We support and raise awareness through activity days for Autism West Midlands