



# **SEN Information report**

2018-2019

Subject Leader – **Bethan Shipway**

## **What does SEN look like at Oasis Academy Woodview?**

We are a mainstream inclusive setting, and we work to cater for all strands of SEND:

- Social Emotional and Mental Health
- Cognition and Learning
- Sensory and Physical
- Communication and Interaction

## **Aims and objectives for quality SEND provision at Woodview:**

- ✓ Children with Special Educational Needs and Disabilities are identified and targeted early.
- ✓ Appropriate provisions are in place to support SEND and EHC children in the classroom.
- ✓ Annual progress for SEND chn is 4 APS or more.
- ✓ Teachers are skilled practitioners at meeting children's needs. Teaching assistants are trained and confident in delivering high quality interventions.
- ✓ Parents are involved with their children's progress. Support groups for parents are available and allow them to receive support they need with their child's SEND.
- ✓ Outside agencies are deployed affectively and are efficient in supporting staff/parents with specific needs.
- ✓ Teaching assistants are deployed to help provide small group / 1:1 support for children with specific needs.

## **Provision**

An initial assessment is made on entry to the Academy to ensure children can be supported according to their individual needs. This is reviewed continually throughout the child's time at Woodview in conjunction with parents, carers and other agencies as appropriate, including Educational Psychology and Pupil and School Support Services.

Due to the number of SEN children at Oasis Academy Woodview and the challenges that these students face, there are three additional SEN TAs who work in Reception, Year 1, Year 2/3 where the EHCP children are currently based. This is in addition to each class having a full time TA within class to provide additional support and interventions for a range of children's needs.

The school also have an additional Learning Mentor out of class, who runs social interventions sessions, 1:1 mentoring, social groups to support language learning development and drop in sessions for the SEMH children in the school. She is also a supportive adult when children are displaying challenging behaviours. The Learning Mentor also runs additional breakfast clubs in school for targeted chn that are persistently late or have poor attendance.

There is also an additional adult who provides Art based therapy interventions for our vulnerable children.

The school also have additional agencies that deliver support in the school one day a week: Speech and Language Therapist and Music Therapist.

Effectiveness of all of these strategies is tracked continually and evaluated on a half-termly basis.

