

Oasis Academy Ryelands - SEND Information Report 2021 - 22

Meeting the needs of pupils with Special Educational Needs and Disabilities

Values and Principles

Oasis Academy Ryelands is a non-selective Academy open to all religious faiths and those with no faith.

Oasis Academy Ryelands is committed to providing an appropriate and high quality education to all the pupils living in our local area. We believe that all pupils, including those identified as having special educational needs or a disability, have a common entitlement to a broad and balanced academic and social curriculum that is accessible to them, and to be fully included in all aspects of school life.

We believe that all pupils should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe.

Oasis Academy Ryelands is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

Oasis Academy Ryelands is driven by a powerful ethos which aspires to treat everyone inclusively. We are committed to helping all students flourish regardless of their specific needs.

We believe that every person matters and that it is our responsibility to do everything in our power to ensure that every child succeeds in their learning and no individual or group will be left behind.

In doing so we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Special Educational Needs and Disability Code of Practice, 2014.

Information and Guidance: Who should I contact to discuss the concerns or needs of my child?

Class teacher

The class teacher is responsible for:

Quality First Teaching for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. This teaching will be based on: clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; using lively, interactive teaching styles and making maximum use of visual and kinaesthetic as well as auditory/verbal learning.

Adapting and refining the curriculum to respond to the strengths and needs of all pupils

Checking on the progress of your child and identifying, planning and delivery of any additional support required to support progress

Contributing to developing personalised learning plans/individual education plans to prioritise and focus on the next steps required for your child to improve learning

Applying the school Special Educational Needs and Disability (SEND) policy

If you have concerns about your child you should speak to your child's class teacher first. Depending on the outcomes of these discussions you may then have a meeting with the SENCO.

Special Educational Needs Coordinator (SENCO)

Miss Louise Champion

louise.champion@oasisryelands.org

Miss Champion is responsible for:

Coordinating provision for children with SEND and developing the school's SEND policy

Ensuring that parents are involved in supporting their child's learning and access, kept informed about the support offered to their child, included in reviewing how their child is doing and consulted about planning successful transition to a new class or school

Liaising with a range of agencies outside school who can offer advice and support.

Principal Mr Glenn Lillo Glenn.lillo@oasisryelands.org	Mr Lillo is responsible for: The day to day management of all aspects of the school, including the provision made for pupils with SEND
Regional Director Adam Browne	Mr Adam Browne is responsible for: Overseeing regional delivery of education, including standards

Assessment, Planning and Review – SEN support - How can I find out about how well my child is doing?

If a pupil has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of the educational facilities available at the academy, then additional provision will need to be put in place. Early intervention is built into our overall approach to monitor the progress and development of all pupils. Any intervention will be part of a graduated approach, following the cycle of 'Assess, Plan, Do and Review'. Pupils will have a SEND Support Plan with desired outcomes to be achieved and details of the additional provision to be put into place. Each term parents/carers will be given the opportunity to be fully involved in the review of progress towards the planned outcomes for their child.

If a pupil fails to make adequate progress, despite this extra provision, then specialists should be considered, including outside agencies. Recommended strategies and resources will then be put in place and progress will continue to be tracked regularly. If this is not adequate after a period of time then a Statutory Assessment referral will be considered. If this referral is submitted and accepted then an Education, Health and Care Plan will be issued. This plan will set out the recommended funded provision for the pupil, with objectives to be achieved within a time frame. There will be annual reviews, as there were with Statements that were previously issued. At these reviews new objectives and targets will be set.

Parents will be fully involved and consulted at all stages.

Assessment of pupils' progress in reading, writing and mathematics is carried out by their teachers each term. These assessments are analysed to identify any trends or individual concerns.

Senior leaders hold pupil progress meetings each term with class teachers to assist planning for any changes in provision or interventions that may be necessary.

Pupils' needs are highlighted on teachers' planning.

Access arrangements for tests and examinations:

For some pupils additional arrangements and adjustments can be made to enable them to fully access statutory tests. Depending on individual need, this might include additional time, rest breaks or use of a scribe. The SENCO will inform you about the eligibility and applications for these arrangements.

Curriculum and Teaching Methods – How will teaching be adapted to meet the needs of my child?

Our teachers are skilled in adapting teaching to meet the wide range of needs in each class and daily planning takes into account individual pupils' needs and requirements.

Differentiation is approached in a range of ways to support access to the curriculum and to ensure that all pupils can experience success and challenge in their learning.

Teaching assistants in class support pupils with their learning objectives. They can adapt the work set by, for example, providing writing frames, enlarged text and simplified instructions. Monitoring takes place to avoid pupils becoming over reliant and dependent on this focused adult support.

For children with difficulties, placement in a smaller, more supported group may be provided.

Children are supported through differentiation and adult support to work in their class in topic and science work.

Visual timetables are present in all classrooms to ensure every child knows what lessons are planned, including any changes to routines.

Workstations in class are provided for those on the autistic spectrum if this is helpful to meet their needs.

Materials for use in class are adapted according to need. Larger print and individual instructions are given to those with a visual impairment.

If a pupil has a physical mobility difficulty then access will be supported through walking frames and wheelchairs as provided by the relevant outside agency.

Access – What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra-curricular activities?

Adjustments are made to ensure that all pupils with a disability will not be at a disadvantage. Our school buildings are fully accessible to wheelchair users, with ramps in place where necessary and an internal lift. We also have disabled toilet facilities.

For those pupils with a visual impairment, materials and lighting are adapted on an individual basis following advice from the Visual Impairment Service. There is a Sound Field System for pupils with hearing impairment and other access arrangements for pupils are made on an individual basis according to the recommendations of specialist services.

Some pupils require specific programmes of exercises to improve their mobility and we are able to offer support from teaching assistants following training from their allocated physiotherapist. At all times we will work with outside agencies to ensure that the education on offer at the academy is accessible to every pupil.

We undertake additional planning and risk assessments to ensure that pupils with SEND can take part in the range of extra-curricular activities that are offered, including school outings and residential trips.

Staffing Expertise – How skilled are staff in meeting the needs of my child?

We have an ongoing programme of training to ensure that all teachers and support staff have current, appropriate skills and knowledge to support provision for children with SEND.

Recent training has included:

- Lego Therapy
- Behaviour for learning
- Makaton
- BLANKS level of questioning
- Memory for Learning
- Case of ADHD
- During lockdown, we have had a range of courses that have been accessed by staff including: Sensory strategies, attachment, cognitive load, building mental models, creating schema, Adverse Childhood Experiences, engagement and literacy/numeracy difficulties.

Our SENCO actively engages in a range of opportunities to observe and share best practice in SEND and access current local and national initiatives and policy to support pupils with SEND.

We have staff with specialised expertise and qualifications, including:

- Speech, Language and Communication Needs Supporting pupils with emotional difficulties Mentoring
- Family liaison
- Mental Health First Aider

External Partnerships – What support from outside does the school use to help my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Parents	Oasis Academy Ryelands works in partnership with parents and carers so that the best outcomes can be achieved. Each term parents of pupils with SEND will have an opportunity to meet with staff to discuss the support plan in school and review the targets set. For those pupils who have undergone statutory assessment there will be a formal annual review with parents, class teachers and any outside agencies. The views of the pupils themselves are always a consideration.
Education Psychology Service Educational Psychologist: Alison Whyman	If pupils do not make sufficient progress, despite intervention over time in school, then we can ask our Educational Psychologist to become involved. Alison Whyman has a number of allocated days each term to support our pupils. Her work involves consultation with parents, observations and assessments with pupils, and attending reviews with staff and parents. She is also available to advise and train school staff as required.
Speech and Language Therapy Service (SALT) Allocated Therapist: Laura Harle	<p>We know that the development of speech and language is a prerequisite for good progress. All pupils are monitored closely and support in school is put in place where it is required. If the difficulty persists then a referral can be made to the Speech and Language Therapy Service, via a termly Speech and Language Clinic held at school. Our allocated therapist will consider individual cases through a discussion with parents/carers and school staff. At this point, the therapist may offer recommendations for home and/or school to implement. Alternatively, she may ask parents to complete a referral form to complete and return via school.</p> <p>When a referral is accepted then in initial assessment will take place in school. A Care Plan may be written, with targets to be worked on at home and school. The input from the SLT service may take the form of direct work with a child or young person, indirect work through school staff or a combination of both.</p> <p>Children with EHCPs who are on the SALT caseload, are reviewed regularly by the therapist.</p>

<p>Virtual School for Children who are Looked After (CLA)</p> <p>Head of Virtual School: Sarah Bailey</p> <p>Deputy Headteacher: Angela Griffiths</p>	<p>This service oversees and monitors provision for children who are in care of the Local Authority through the use of Personal Education Plans (ePEPs). They promote the educational achievement of all children who are looked after. The Virtual School liaise with Louise Champion, the designated teacher for children who are looked after, and are available to attend meetings reviewing the progress of the children. Carers are fully involved.</p>
<p>Child and Adolescent Mental Health Service (CAMHS)</p>	<p>A referral to CAMHS can be made, following a recommendation from our Educational Psychologist, if your child has social, emotional or mental health difficulties that could possibly result in a medical diagnosis. Both home and school provide details about the issues. After assessment, CAMHS may provide recommendations for the pupil, to be implemented at home and school. Paediatricians can also make referrals to CAMHS.</p>
<p>Visual Impairment / Hearing Impairment Teams</p> <p>London Borough of Croydon Visual Impairment Service</p> <p>Tel: 020 8760 5784</p> <p>Web: https://localoffer.croydon.gov.uk/kb5/croydon/directory/advice.page?id=56aFlZtmY-Y</p> <p>Email: Sensorysupportservice@croydon.gov.uk</p> <p>Sensory Service Lead & Lead for Hearing Impairment: Luisa.saddington@croydon.gov.uk</p> <p>Lead for Visual Impairment: rowena.o'brien@croydon.gov.uk and Rosalind.eames@croydon.gov.uk</p> <p>Acting Lead for Hearing Impairment: Alexandra.haxton@croydon.gov.uk</p>	<p>If a pupil has a visual impairment that is not easily corrected by wearing glasses, the Visual Impairment Service will become involved. A member of the team will come into school to observe the pupil in class and give recommendations to maximise the pupil's access to lessons. Similarly, school will liaise with the Hearing Impairment Service for pupils affected by a hearing impairment that impacts on their ability to access lessons. In both cases the team member will also liaise with parents.</p>

<p>Family Lives Parent Partnership Service</p> <p>Tel: 08087 800 2222</p> <p>Web: https://www.familylives.org.uk</p> <p>Email: askus@familylives.org.uk</p>	<p>Family Lives provide independent information, advice and guidance for parents/carers of children and young people with SEND.</p>
<p>Paediatricians</p> <p>(See Croydon Local Offer)</p>	<p>We welcome information from paediatricians which will enable us to understand your child's needs more fully. Please keep us informed so that we can make any necessary adjustments to support your child.</p>
<p>Transition – How will the school help my child to move to a new class/year group or to a different school?</p>	
<p>Children and young people with SEND can become particularly anxious about 'moving on', so we support successful transition in the following ways:</p> <p>When moving between classes, phases or buildings – an information sharing meeting will take place with the new teacher and there will be opportunities for your child to visit the new class/building and meet the new teacher and other key staff. Your child may be supported by a teaching assistant during visits or by the use of a Social Story/New Class booklet.</p> <p>When moving to another school – we will contact the new school's SENCO and share information about special arrangements and support that has been made to help your child make progress towards the outcomes recorded on their SEND Support Plan/ECHP.</p> <p>When moving to secondary school – our SENCO will make contact with the secondary school SENCO at the Primary to Secondary transition day meeting to discuss the specific needs of your child and the nature and level of support that has had most impact. For pupils with a disability, access arrangements will be put in place. In some cases multi-agency meetings may be arranged to create a more detailed transition plan, including successful interventions and the opportunity for additional visits to the school and/or from the new school. This will help your child become familiar with the new school and staff, and so reduce any anxieties. Your involvement in this process is essential in supporting a successful move.</p>	

Other arrangements and information to support inclusion of pupils with additional needs and engagement with their families:

Further information about support and services for pupils and their families can be found in:

The Croydon Local Offer: <https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

Family Space: <https://www.familyspacecroydon.co.uk/>

Parents In Partnership– <http://www.pipcroydon.com/>

SENDIASS – Special Education Needs & Disability Information, Advice and Support Service: 020 8663 5630/5631 or croydon@kids.org.uk

Website: <https://www.kids.org.uk/croydon-sendiass>

Please remember that we respect and value your role as your child's first educator. Your views, and those of your child, are a very important part of identifying and providing for your child's special educational needs.

By working together we can achieve the best outcomes for your child.