

Oasis Academy Ryelands

SEND Information Report September 2024

Values and Principles that inform our school offer

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
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs

Principal – Kate Reed Kate.reed@oasisryelands.org	Responsible for: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Overseeing the regional delivery of education, including standards

Assessment, Planning, Doing and Reviewing – 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 may need to be put in place. Early identification 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. This is a 3-stage process. Initially, at Stage 1, the class teacher will consider any adjustments that may need to be made and will review progress with these provisions in place. Stage 2 - Involvement of the phase leader will follow if concerns remain. If concerns continue to remain, despite adjustments and interventions at stage 2, then pupils may be referred to the Assistant Principal. This will be Stage 3 and may involve referral to outside professionals for advice or assessment. Pupils at Stage 3 will have an SEN support plan with desired outcomes to be achieved and details of any additional provision that may be in place. Each term, parents will be given the opportunity to be fully involved in the review of progress towards these planned outcomes, when SEN support plans are shared.

We have a number of students with additional needs across the four main categories of SEN: -

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

These needs are met by high quality inclusive teaching and, where additional support is required, through a range of adjustments and interventions i.e. Speech & Language, literacy small group teaching, additional adult support provided by teaching assistants etc.

If a pupil fails to make adequate progress despite any 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 may be considered. If this referral is submitted and accepted then an Education, Health and Care Plan may be issued. Education, Health and Social Care will work in partnership with parents to support these pupils to make progress, up to the age of 25 years, if required. 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 of provision and outcomes. At these reviews new objectives and targets will be set.

Parents are fully involved in this process and will be consulted at all stages.

Pupils are also invited to share their thoughts and views about their additional needs and are able to suggest what helps them most with their learning. This information is recorded in SEN passports (Learning Success Booklets) with targets and reviews.

Assessment of pupils' progress in reading, writing and maths is carried out by class teachers each term. These assessments are analysed to establish 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.

School Learning Success Booklets are written five times per year with specific targets. These targets are reviewed and shared with parents and all adults teaching the pupils. They get sent to parents three times a year.

Tests and Examinations: Access Arrangements:

For some pupils, additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or use of a scribe. Phase Leaders 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?

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupils' needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Learning support assistants may support pupils with their learning objectives. They can adapt, for example, by providing writing frames, enlarged text and simplified instructions. Monitoring takes place to avoid pupils becoming over reliant and dependent on this focused adult support. Independent learning will remain a priority for all pupils.

Children are supported through adaptive planning, responsive teaching and use of resources/additional adult focus to work in their classes on all areas of the curriculum.

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

Workstations in class are provided for some individuals/pupils 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 difficulty, then access will be supported through walking frames and wheelchairs as provided by the relevant outside agency. Risk assessments may be in place for some pupils.

If a Looked After pupil has additional needs, then these are discussed via termly PEP meetings. Miss Champion is also the Designated Teacher for Looked After Children so can provide an overview of need and provision in place.

Staff are kept up to date with relevant training via a comprehensive CPD schedule. Some SEN training takes place in-house via the SENDCo, some is delivered via OCL trainers and some is provided via outside agencies, for example, the EP service, professional bodies, local training.

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.

Training	Description
Dyslexia friendly adaptations/screeners	A light touch screener to identify strengths and challenges related to potential dyslexia for ages 4–15. It screens pupils using three short tests. The tests use an engaging game format to measure: phonological processing, working memory, and either visual-verbal integration memory (for children aged 4-7 years) or phonic decoding skills (for children aged 8 and over).
BLANKS level of questioning	It develops children’s verbal reasoning and abstract language skills. There are 4 levels of questioning which move from simple and concrete questions to more difficult and abstract questions. The questions encourage development of general language and vocabulary, as well as skills in comprehension, reasoning, inferencing, predicting and problem solving.
Zones of Regulation	The Zones of Regulation provides an easy way to think and talk about how we feel on the inside and sorts emotions into four coloured Zones, all of which are expected in life. It is a self-regulation tool to help kids identify, address, and use strategies to achieve self-control and emotional regulation in a non-judgmental and safe way.

Widgit - Inprint	Widgit aids understanding and communication for people who find reading text difficult. Widgit Symbols add visual support to the printed word, giving easier access to information and separating it from the challenge of reading.
Memory for Learning – cognitive load	Cognitive load refers to the amount of information our working memory can process at any given time. For educational purposes, cognitive load theory helps us to avoid overloading learners with more than they can effectively process into schemas for long-term memory storage and future recall.
Immersive Reader	Immersive Reader is a tool to assist with reading and comprehension. You can improve your focus on the text by changing font size and style, text and line spacing and background colour. These can all make documents easier to read. Immersive Reader can also read text aloud to you. Built in tools for identifying nouns, verbs and adjectives can also help with your grammar skills. There is also a built in dictionary. It can also translate the text into a wide range of languages.
Infant Language Link	Infant Language Link is an online package enabling schools to identify and support children who have mild to moderate speech and language needs, using a standardised screening assessment and tiered levels of intervention support.
Good Autism Practice in schools via the Autism Education Trust	The training focuses on the importance of getting to know a pupil and how their autism affects them. We look at examples of distressed behaviours and how these can be supported through a range of strategies, approaches, and reasonable adjustments.

Our Speech and Language TA's have had training in various topics to help children work through their targets set by the NHS including colourful semantics, vocab building and stammering.

Access – What arrangements are made to enable my child to benefit and take advantage of the school curriculum and extra curriculum 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.

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:

Agency	Description of support
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 pupils themselves are always a consideration.
Educational Psychologist: TBC	If pupils do not make sufficient progress despite intervention over time in school, then we can ask our Educational Psychologist to become involved. Susan Moore has a number of allocated days each term to support our SEND pupils. Her work involves consultation with parents, observations and assessments of pupils, and attending reviews with staff and parents. She is also available to advise and train school staff as required.
Speech and Language Therapy (NHS) Primary Service Cluster Lead: Natalie Norden	We know that the development of speech and language is a prerequisite for good progress in literacy. All the pupils are monitored closely and support in school is put in place where this is required. If the difficulty persists, then a referral to the NHS S&L team can be made. Parental consent is required for this. Parents must give their consent for Speech and Language involvement and are invited to give their views at the time of referral. An initial assessment will be completed at a local clinic and if therapy is offered, this can sometimes take place during the school day at the academy (currently this is only available for EHCP pupils). Care plans are written with targets that should be worked on at home and school. Parents can ask for advice about these plans either from the therapists or at school by contacting Louise Champion
Visual Impairment Team Lead for Visual Impairment: rowena.o'brien@croydon.gov.uk	If a pupil has a visual impairment that is not easily corrected by wearing glasses, the Visual Impairment Service will become involved. Staff will come into school to observe the pupils in class and give recommendations to school staff so that the pupils' access to lessons is maximised. They will also liaise with parents/carers.
Hearing Impairment Team Acting Lead for Hearing Impairment: alexandra.haxton@croydon.gov.uk	If a pupil has a hearing impairment, whether this involves use of hearing aids or not, the Hearing Impairment Service may become involved. Staff will come into school to observe the pupils in class and give recommendations to school staff so that the pupils' access to lessons is maximised. They will also liaise with parents/carers. An access plan will be shared with school staff which outlines recommendations.
Occupational Therapy team (NHS)	If a pupil has a recognised difficulty with sensory issues, restlessness, posture, hypermobility, etc, then they may have a care plan provided by the OT team. Reviews may take place via observation in school and liaison with school staff. Strategies will be shared with staff for implementation in class.

SEN Team for Croydon Local Authority	If a pupil undergoes Statutory Assessment leading to an Education, Health and Care Plan, then a local authority SEN case worker will be allocated to the child. This case worker is a member of the SEN Team who helps to decide on the provision that the child needs and the funding required. Parents will be able to take an active role in deciding which placement can provide this provision. At times, transport may be provided if the placement is over a certain distance. For information, please refer to the local authority transport policy, which the case worker will be able to provide.
Croydon Locality SEN Support (CLSS)	We are working with a cluster of local schools, who together have been given funding to provide early intervention and better targeted help to support children and young people with SEND. This early help may be in the form of advice, school to school support, referral to specialist services, or additional resources, including early years special needs funding (SENIF). Presently this scheme is only for Croydon residents and will not impact on students who already have an Education & Health Care Plan.
Child and Adolescent Mental Health Service (CAMHS)	A referral to CAMHS can be made if your child has social and emotional difficulties. If there is also a possibility of ASD or ADHD, this would also involve a referral to the CAMHS team. Both home and school provide details about the issues and recommendations may be made to parents and school staff following assessment.
Virtual School for children who are Looked After	This service oversees and monitors provision for children who are in the care of a Local Authority. The staff liaise with Louise Champion the designated teacher for children in care, at the primary and are available to attend meetings, reviewing progress of looked after children. Carers are fully involved.
Family Lives Parent Partnership (PIP) Tel: 0808 800 2222 Website: https://www.familylives.org.uk/ Email: askus@familylives.org.uk	Provide independent information/advice and guidance for parents/carers of children and young people with SEND.
Physiotherapists	For those pupils with a physical disability/difficulty, a physiotherapist may visit the academy to check on the setting and access to all areas. Some pupils need regular exercises to improve their mobility and this can, at times, be provided during the academy day by our staff, if training is provided by a specialist.
Paediatricians	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.
Transition – How will the school help my child to move to a new class/ year group/ building or to a different school?	
Children and young people with SEND can become particularly anxious about moving on so we seek to support successful transition in the following ways: <ul style="list-style-type: none"> • When moving class/year group/: There will be opportunities for pupils to visit the new class/teacher/. A social story or transition book may be put into place if needed. 	

- Year 6/7 transition: The SENDCo will attend the Primary to Secondary transition day meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact. If needed, a more detailed transition plan can be put into place with additional visits and a social story. Links are also made with other secondary schools in summer term to ensure handover of relevant information. For those pupils with a disability, access arrangements will be put in place. For those pupils with an EHCP, the annual review will take place in summer term, with the receiving secondary setting invited to attend.
- When moving to another school: We will contact the school Inclusion Manager and share information about special arrangements and support that has been made to help your child progress. Transition is made as smooth as possible through meetings, social stories and visits.

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

- The Local Authority Local Offer: – www.croydon.gov.uk/education
- Family Space: www.familyspacecroydon.co.uk/
- Croydon SENDIASS: <https://www.kids.org.uk/croydon-sendiass>
- The Sleep Charity - <https://thesleepcharity.org.uk/> If you'd like to talk about your sleep, you can call between 7pm and 9pm, Sunday to Thursday on 03303 530 541.