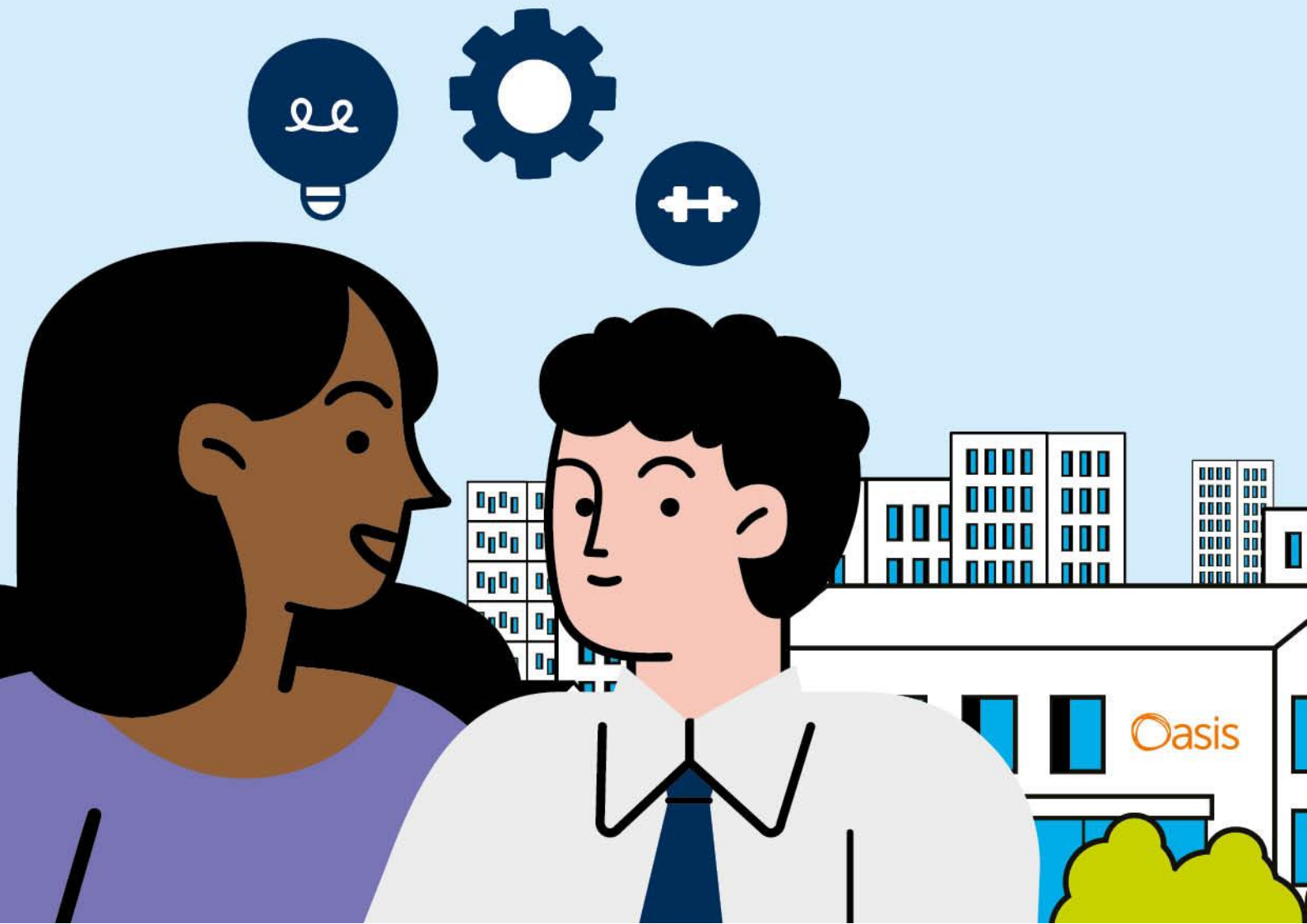


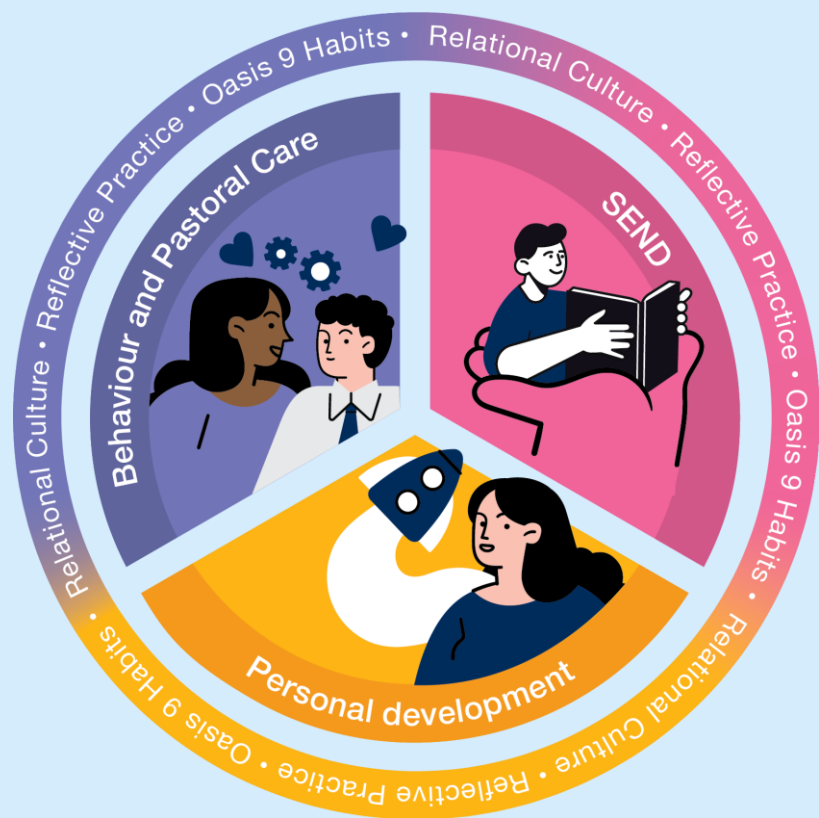


SEND

Information Report



The Oasis Way for Inclusive Practice is our framework for transformational inclusion at the heart of the community. All Oasis academies recognise that relationships are transformational, and our inclusive approach is based on cutting-edge cognitive science and developmental psychology research into the impact of trauma, attachment, ACEs and SEND on the way our children learn and develop. The Oasis Way ensures all our academies are aligned in a shared approach to relational, restorative and-trauma responsive practice through three core policy areas: Behaviour and Pastoral Care, Special Educational Needs and Personal Development.



Our approach to Behaviour and Pastoral Care centres intentional relationship building and a trauma-responsive ethos.

Our approach to Special Educational Needs and Disabilities enacts a child-centred model and celebrates difference as an asset.

Our approach to Personal Development promotes connection, empowers children as leaders and prepares them to lead flourishing lives.



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Our vision for SEND

1. Welcome to our SEND information report!

Oasis Academy Nunsthorpe is an inclusive primary academy, and seeks to provide the best opportunities for learning, regardless of background, ability or family circumstances. We give every child, every chance.

The SEND Code of Practice 2015 states:

A child may have Special Educational Needs if they are making less than expected progress, given their age and individual circumstances.

This might be characterised by progress which:

- Is significantly slower than that of their peers
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap with their peers
- Widens the attainment gap



We're **rewriting** the story



Our vision for SEND

Meet our SEND team

Name	Role	Contact details
Mrs Louise Berry	SENDCo	01472 310013
Mr Ben Lyall	Behaviour, Inclusion, Safeguarding & Senior Attendance Lead	01472 310013
Mrs Sally Leeman	Early Years Practitioner Speech & Language	01472 310013





Our vision for SEND

2. What kinds of Special Educational Needs do we provide for?

Communication and Interaction

Children who may have difficulty understanding what is said, saying what they want to say or who may not understand social rules of communication.

We currently provide for children with Speech Sound Disorders, Developmental Language Disorder, Communication Disorders (e.g. Stuttering), Language Impairments and Autism Spectrum Disorder.

Cognition and Learning

Children who may learn at a slower pace than peers, despite appropriate differentiation and scaffolding.

We currently provide for children with Specific Learning Difficulties (SpLD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) Global Developmental Delay, Dyslexia, Dyscalculia and Dyspraxia.





Our vision for SEND

2. What kinds of Special Educational Needs do we provide for?

Social Emotional and Mental Health Difficulties

Children who may be withdrawn and isolated, display challenging, disruptive or disturbing behaviour.

We currently provide for children with Attention Deficit Hyperactive Disorder (ADHD), Anxiety and Attachment Disorders.

Sensory and/or Physical Needs

Children who may require additional support and equipment to access the same opportunities as their peers.

We currently provide for children with Vision Impairment (VI), Hearing Impairment (HI), Cerebral Palsy (CP) and Spinal Muscular Atrophy (SMA).





Our vision for SEND

3. How do we make sure children with SEND are fully included in our school?

Our vision for children with SEND

The fundamental aim at Oasis Academy Nunsthorpe is to enable each child to be all that they can be. We believe that all pupils should have access to a broad, balanced and relevant curriculum, with teaching and learning strategies that maximise achievement and prevent failure. We encourage pupils to embrace and fulfil their unique potential and to remove barriers to learning.

Oasis Academy Nunsthorpe believes that all pupils should be equally valued and therefore promotes equality and opportunity for all. We aim to develop a learning environment where all pupils can flourish and feel safe.

At Oasis Academy Nunsthorpe, we set high expectations and every teacher is a teacher of Special Educational Needs and Disabilities (SEND). We aim to deliver Inclusive High Quality Teaching and appropriate provision for all to achieve. We aim to identify children with SEN/D as early as possible.





Our vision for SEND

3. How do we make sure children with SEND are fully included in our school?

The Oasis Entitlement

At Oasis Academy Nunsthorpe, we ensure that all children identified with SEN/D have full access to and engage in activities available with children and young people in the school who do not have SEN/D. In accordance with health/safety and risk assessments, this includes trips, clubs, opportunities to play musical instruments and opportunities to represent their peers in pupil leadership roles.

Children with SEN/D will receive support that is additional to or different from the provision made for other children. We acknowledge that not all children with disabilities necessarily have special educational needs. All of our teachers take action to ensure that children with disabilities are able to participate as fully as possible in the school curriculum and in statutory assessment arrangements.





Knowing every child

4. How are parents of children with SEND consulted with and involved in the education of their child?

How you are consulted

At Oasis Academy Nunsthorpe, we recognise the importance of our relationships with the parents / carers of our children, and this is central to our approach. We do this through:

- Formal parent meetings held by the class teacher, 3 times per year
- Individual Learning Plans, reviewed 3 times per year
- Annual school reports and settling-in reports
- Annual Review meetings for a child with an Education Health and Care Plan (EHCP)
- Letters, phone calls and the My Child At School app
- Meetings with outside agencies, where necessary
- Meetings with class teacher/SENDCo in response to changing needs

If there are concerns about your child, you will be contacted by your child's teacher in the first instance.





Knowing every child

4. How are parents of children with SEND consulted with and involved in the education of their child?

How you are involved in your child's education

During formal meetings, parents/carers are encouraged to become actively engaged in discussing their views, wishes, feelings and future aspirations for their child. This feeds into the review of a child's Individual Learning Plan so that it continues to fully reflect the needs of their child.

Parents/carers of children holding an Educational Health Care Plan (EHCP) are also invited to an Annual Review, where they can become actively engaged in reviewing their child's short- and long-term outcomes and ensuring that they remain relevant, realistic and achievable.

Parents/carers are invited, where appropriate, to meet with other professionals/external agencies involved with their child to discuss progress and outcomes of assessments.





Knowing every child

5. How are children with SEND consulted with and involved in their education?

How children are consulted

We believe that it is important for all children at Oasis Academy Nunsthorpe to have a voice and to share their thoughts and feelings about their provision. Children with SEN/D are consulted in the following ways:

- All children with a SEN/D need will complete a One-Page Profile with their teacher.
- Teachers will talk to children with SEN/D about their Individual Learning Plan and EHCP targets and how they can be achieved.
- Children's views about their learning, progress and school experience are sought through an annual SEN/D pupil questionnaire.
- If external agencies come in to work with your child, they will always discuss what they are going to do with your child and the class teacher.





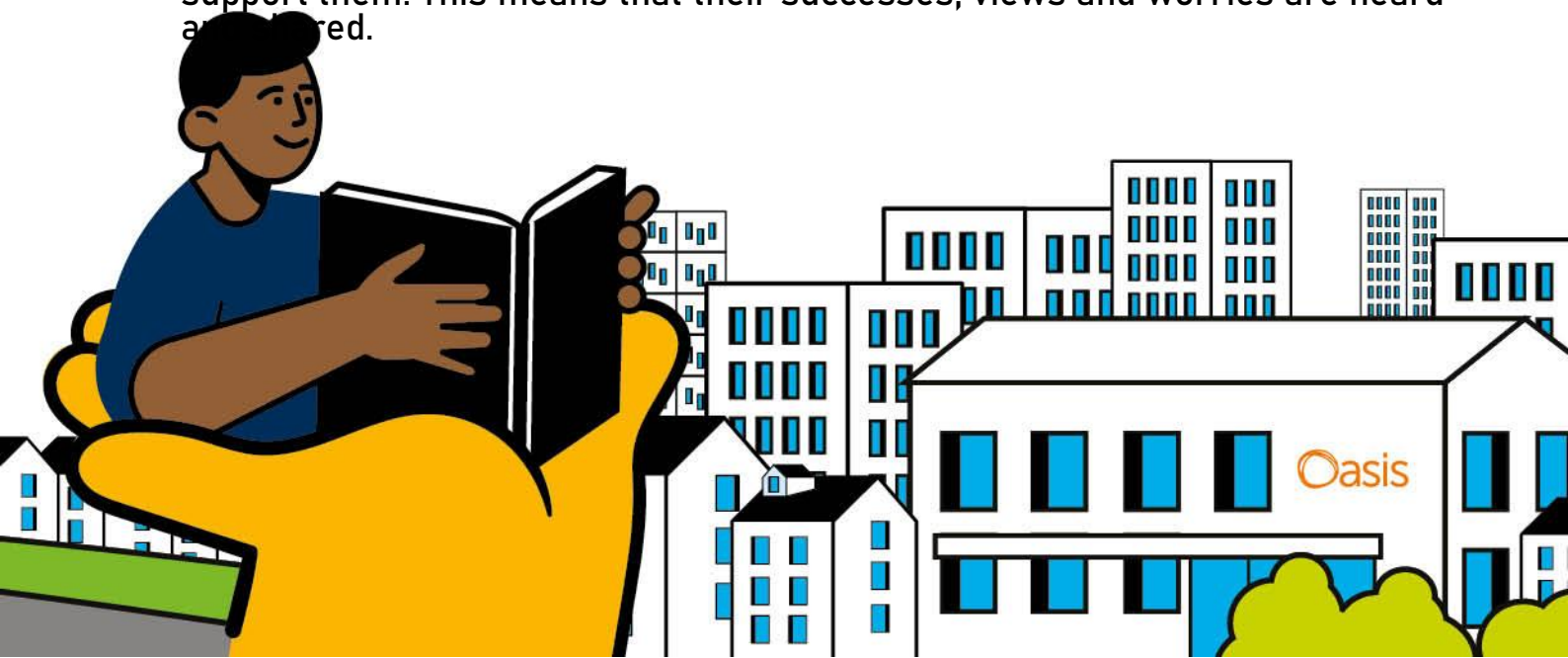
Knowing every child

5. How are children with SEND consulted with and involved in their education?

How children are involved their education

We believe that it is important for all children at Oasis Academy Nunsthorpe to have a voice and to share their thoughts and feelings about their provision. Children with SEN/D are involved in the following ways:

- Every term, children contribute to their Individual Learning Plan, giving their views on what is working well for them and what would improve things for them. Where a child struggles to express themselves verbally, child-friendly materials are used to discuss their wishes and feelings.
- Children holding an Educational Health Care Plan (EHCP) are invited to their Annual Review, where they can become actively engaged in discussing their views, wishes, feelings and future aspirations.
- Children are involved with their own learning on an informal basis through quality reflections and self-marking in lessons.
- Children with SEN/D are represented in our pupil leadership roles, where they have the opportunity to discuss all aspects of school life.
- There are ongoing discussions between our children and the staff who support them. This means that their successes, views and worries are heard and valued.





Knowing every child

6. How are children with SEND prepared for and supported with transitions?

Transition into our school

- New pupils are offered a tour of the school along with their parents / carers.
- New pupils with SEN/D and their parents / carers will have the opportunity to meet with the SENCO prior to and during transition. They are also introduced to key members of staff who are available to for support.
- Information is gathered from previous schools and external agencies to fully understand any additional needs that a child may have. We endeavour to have the correct provision in place prior to a child's start date.
- New pupils are paired with a buddy, if they wish, to support them to settle into their new school.
- A baseline assessment is carried out during the settling in period.
- Children starting in Reception are invited into our Early Years Setting for 'Stay and Play' sessions.

Transition between classes and key stages

Transition arrangements between classes and key stages are planned in consultation with parents and children to ensure that they are closely matched to individual needs. This may include:

- Additional transition visits to their new classroom
- Additional visits to meet their new teacher and support staff
- Route mapping to specific places in school e.g. the toilets or a child's safe space.
- A Social Story created using photographs of staff members, the new classroom and new entrance/exit.





Knowing every child

6. How are children with SEND prepared for and supported with transitions?

Transition to a new school or phase of education

We have good links with our main feeder secondary schools and all pupils have opportunities to:

- Visit our feeder secondary schools throughout their time in Key Stage Two.
- Meet with key members of staff from their secondary school setting.
- Be taught by secondary school transitional leaders for transition sessions.

We also provide advanced transition for SEN/D pupils where required. This may include:

- Additional visits to the secondary setting
- Creating individual transition books or Social Stories

Staff meet with relevant secondary school staff to share information about the needs of our children with SEN/D. Where a secondary school has been decided, the SENCO will be invited to the Annual Review of those Year 6 pupils with an Educational Health and Care Plan.

Preparing for adulthood

The Oasis Academy curriculum includes a focus on Personal Development which promotes connection, empowers children as leaders and prepares them to lead flourishing lives.





Inclusive high quality teaching

7. How do we adapt our curriculum and environment to meet the needs of children with SEND?

Our accessible and inclusive curriculum

Our Oasis curriculum is scaffolded and/or adapted to meet the needs of all children. This may occur in the classroom by adapting:

- Grouping (e.g. small group, 1:1, ability, peer partners/class experts)
- Lesson content
- Teaching style
- Lesson format (e.g. thematic games, simulations, role-play, discovery learning)
- The pace of a lesson
- Providing alternative recording methods (e.g. scribing, voice recording, mind mapping, photographs etc)
- Using manipulatives or alternative resources
- Varying the level of adult support provided





Inclusive high quality teaching

7. How do we adapt our curriculum and environment to meet the needs of children with SEND?

Our accessible and inclusive environment

Our environment is modified to support children with different needs and abilities. This includes:

- Being a wheelchair accessible building
- Having disabled toilet facilities, including a changing plinth and mobile hoist
- Using regulation objects e.g. chew buddies, fidgets, ear defenders, weighted blankets and wobble cushions
- Having access to adapted/modified equipment and teaching materials e.g. height-adjustable tables and writing slopes
- Labelling resources with Widget symbols
- Making use of strategic seating plans
- Altering light conditions and adjusting the IWB background colour

We review our Accessibility Plan periodically.





Inclusive high quality teaching

8. What is our approach to teaching pupils with SEND?

All pupils, including those with SEND, should have access to a broad and balanced curriculum, underpinned by Inclusive High Quality Teaching, where teachers plan appropriate learning outcomes for the pupils in their care. To achieve this, we work on the basis that all children will be provided with the following as standard:

- Full-time education in the classroom with Inclusive High Quality Teaching, adapted for individual pupils.
- Support in the classroom from dedicated classroom teachers and allocated teaching assistants (TAs) where appropriate.
- Encouragement to work as independently as possible with the right level of scaffold and support to access the same opportunities as their peers.

This means that children will predominantly spend their time in classrooms learning alongside their peers. We feel strongly that this promotes independence and the best life chances for children with SEND.





Inclusive high quality teaching

9. How will we keep you informed about how your child with SEND is doing in school?

At Oasis Academy Nunsthorpe, we recognise the importance of our relationships with the parents / carers of our children, and we know that by working together as a team, and by sharing information, we allow them to achieve their full potential. We do this by:

- Arranging formal meetings three times a year between parents and the class teacher. These are to discuss provision and how their child is doing in school. Parents/Carers will then receive their child's termly ILP via e-mail.
- Arranging additional meetings with parents in response to identified need. These may be held with the class teacher, the SENDCo and outside agencies as appropriate.
- Sharing formal annual and 'settling in' reports with parents/carers on their child's progress. These formal reports will comment on their child's progress and compare their child's attainment with national expectations.

We have an open door policy, whereby parents / carers are also able to make appointments with their child's class teacher via the office if they require information at other times throughout the year.





Inclusive high quality teaching

10. How do we evaluate our provisions and ensure that children with SEND make progress?

Progress in the curriculum

- Pupil progress is monitored continuously through teacher assessment, small steps progress trackers and internal assessments.
- Termly pupil progress meetings take place with teachers, phase leaders and the SENDCo.
- Middle leaders carry out learning walks and book scrutiny to monitor progress across their subject or phase.





Inclusive high quality teaching

10. How do we evaluate our provisions and ensure that children with SEND make progress?

Progress towards ILP and EHCP outcomes

We use a range of processes to evaluate the effectiveness of provision for all children across the curriculum, such as:

- We review Individual Learning Plans every term.
- We use assessment information, progress rates and pre- and post-intervention scores.
- We use attainment and progress data for children with SEN/D as part of the whole school tracking of children's progress every term.
- We monitor the SEN/D provision during learning walks and work scrutiny.
- We send out stakeholder questionnaires each academic year to gain alternative perspectives on our SEN/D provision.
- We request additional assessments from outside agencies, as required.





Inclusive high quality teaching

11. How do we train staff to ensure they can support our children with SEND?

SENDCo

Mrs Berry holds a National Award in Special Educational Needs Co-ordination and has experience of working alongside the Special Needs Team in North Lincolnshire, as well as North East Lincolnshire.

Mrs Berry attends termly Local Authority SENDCo forums and OCL National SEN/D meetings. She keeps up-to-date with initiatives within SEN/D.

Teaching staff

Teachers receive termly training regarding working with children with SEN/D. This is carried out by the SENDCo or relevant outside agencies.

Training for the specific needs of individual children is also provided to teachers as relevant to their class.

Support staff

Support staff receive termly training regarding supporting children with SEND from the SENDCo or relevant outside agencies.

Training for the specific needs of individual children and the delivery of interventions is also provided as relevant to their role or class.





Inclusive high quality teaching

12. What specialist services do we work with to support children with SEND?

We engage with a range of professionals and external agencies, including:

- Specialist Advisory Service
- Educational Psychology
- Early Years Team
- Compass Go
- OCL Mental Health
- Educational Team for Hearing and Vision
- NHS Children's Therapy Teams, including Speech and Language Therapy, Occupational Therapy and Physiotherapy
- School Nurse
- Diabetes Nurse
- Epilepsy Nurse





Interventions matched to need

13. What additional support and provisions are available for children with SEND in our academy?

Communication and Interaction provision may include:

Visual timetables

Now / Next board

Social Stories / Comic strip conversations

Use of widget symbols

Colourful Semantics

Specific Interventions, such as:

- WellComm – KS1 and KS2
- Intensive Interaction
- Bucket time
- Speech Sound Checklist and follow up programme

Specialist assessments, such as:

- PhAB (Phonological Assessment Battery)
- The Renfrew Language Scale

Cognition and Learning provision may include:

Technology to support recording and learning e.g. voice notes

Use of widget symbols

Colourful Semantics

Small group support

Specific Interventions, such as:

- Precision Teaching
- Lexia
- Multi-sensory spelling programme: Toe by toe
- One-to-one coaching system for maths: Plus One / Power of Two
- Pre- and Post-teaching

Specialist assessments, such as:

- WRIT
- WRAT
- Scotopic Sensitivity
- Dyslexia Screener
- Dyscalculia Screener





Interventions matched to need

13. What additional support and provisions are available for children with SEND in our academy?

Social Emotional and Mental Health provision may include:

Sensory / movement breaks

Planned break / lunchtime arrangements

Facilitated games and activities through unstructured periods such as play times

Use of a 5-point scale

Sensory supports, such as:

- Ear defenders
- Wobble cushions
- Thera bands
- Fiddle toys

Specific interventions, such as:

- My Hidden Chimp by Prof Steve Peters
- Volcano In My Belly
- Nurture
- Zones of Regulation

Sensory and/or Physical provision may include:

The use of pencil grips, alternative pencils and adapted scissors

The use of a writing slope

Adaptations to work/environment, such as:

- Change of font size
- Coloured paper and overlays
- Change of lighting
- Change of IWB background colour

Physical transfers (as directed by NHS moving and handling plans)

Intimate care (as outlined in an intimate care plan)

Sensory supports (as listed in the previous column)

Specific Interventions:

- Dough Disco
- Handwriting
- Occupational Therapy and Physiotherapy (as directed by an NHS care plan)





Interventions matched to need

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

How we teach pupils about social and emotional wellbeing

The Academy has a designated mental health champion who has undertaken specialist training. The designated mental health champion at Oasis Academy Nunsthorpe is Mr Ben Lyall.

We have a pastoral team who lead interventions such as 'My Hidden Chimp', 'Volcano in my tummy' and PACE.

We have one member of staff currently training to be a THRIVE practitioner and one member of staff currently training to be an ELSA practitioner.

We work alongside the Grimsby Town FC to promote positive wellbeing and self-esteem. They build 1:1 and group sessions into our curriculum offer.

Teaching staff receive regular training on supporting the emotional and social development of pupils and the promotion of good mental health is woven into teaching throughout the academy curriculum (9 Habits).

We have a group of children who are well-being champions, mini SLT, mini police and sport champions who meet every term.





Interventions matched to need

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

How we support pupils who are struggling with their social and emotional wellbeing

All children complete a UHQ well-being assessment once every half term and support is provided accordingly and based on need. This may take the form of pastoral interventions or 1:1 support. We also provide bereavement support where required.

How we support families

We liaise with the Community Family Support worker, Sharon Lines, who is employed by the OCL South Grimsby Hub. She offers support to our families either on an informal basis or via the Early Help / TAF process.

A school representative, Ben Lyall and/or Louise Berry will always attend Early Help / TAF meetings.

We offer parents / carers the Oasis Encounter course. This is a therapeutic programme lasting 10 weeks and is of benefit to parents who are struggling to maintain boundaries and high parental presence in the home.

We have a 'house' within school which we use for safety planning with parents / carers.





Interventions matched to need

15. How do we work with the local authority and other services to meet the needs of children with SEND?

Our Local Offer and other useful services

- We seek advice and support from the Early Years Team and Specialist Advisory Service.
- We seek advice and support from Cambridge Park Academy via the Springboard Targeted Outreach Service.
- We access programmes of support from the Compass Go Mental Health Team.
- We make use of the available training opportunities to upskill staff.
- We use the Neurodevelopmental Service to request specialist autism or attention deficit hyperactivity disorder (ADHD) assessments.

The North East Lincolnshire's Local Offer tells you how to access services in this area and what to expect from these services. You can find the Local Offer on the council website: www.sendlocaloffer.nelincs.gov.uk





Interventions matched to need

15. How do we work with the local authority and other services to meet the needs of children with SEND?

Supporting children who are Looked After with SEND

Oasis Academy Nunsthorpe closely monitors pupils who are looked after by the Local Authority and who have SEND. We do this by:

- Having a Designated Teacher for Looked After Children. The designated teacher at Oasis Academy Nunsthorpe is Mrs Rosemary Arding.
- Ensuring that all looked after children have a Personal Education Plan (PEP), reviewed at least once per term.
- Liaising with the Virtual School for Children Looked After and Children in Need

We also have the opportunity to apply for 'Pupil Premium Plus' funding if a child requires further support for their wider development.





Interventions matched to need

16. What can you do if you are concerned about your child's support?

What to do if you are worried

If you are worried about your child's progress, please speak to your child's class teacher in the first instance.

The following people will be able to offer further information and support:

- SENDCo – Mrs Louise Berry
- Behaviour, Inclusion, Safeguarding & Senior Attendance Lead –

Our complaints procedures

Any formal complaint must be addressed using the appropriate 'Complaints Procedure' which can be found on the school website:

www.oasisacademynunsthorne.org under – About Us – Policies.





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Report to reviewed February 2026

