



SEND Information Report
January 2021

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Introduction

Oasis Academy Nunsthorpe is driven by a powerful ethos which aspires to treat everyone inclusively and recognises the importance of a holistic approach to education. As well as continuing to build a strong school and deliver a first-class education, it is also our desire to build an interconnected community, recognising that educational needs do not exist in isolation from the needs of the whole person.

At Oasis Academy Nunsthorpe we aim to:

- Create a happy, stimulating, caring learning environment where risk taking and challenge is encouraged.
- Awaken and nurture a love of learning that will last a lifetime and provide everyone with the skills to pursue that learning independently and collaboratively.
- Enable everyone to reach the highest standard of which they are capable, academically and in other fields such as sport, arts and culture.
- Encourage all learners to develop their own interests, passions, enthusiasms, creativity and individuality.
- Help learners to understand and care about the world in which they live, and to believe in their ability and responsibility to change that world to make it better.
- Empower learners to develop a strong sense of right and wrong, good and bad, equality and justice. Give them the inner strength to act according to these values.
- Provide learners with the skills and understanding to live a healthy, successful life, physically, emotionally and spiritually.
- Foster respect, tolerance and love for others, regardless of race, gender, religion or difference within a framework of equality of opportunity and fairness.
- Help learners to appreciate human achievements and aspirations and to believe in their own potential to attain great things.
- Promote a feeling of pride and confidence in learners' identities; as individuals, as members of our academy, as part of the local community and as citizens of the world.

Oasis Academy Nunsthorpe is an inclusive primary school, and seeks to provide the best opportunities for learning, regardless of background, ability or family circumstances. We give every child, every chance. Children with special education needs and disabilities (SEND) are welcomed, and we are able to access support for a wide range of needs.

Our Special Educational Needs and Disability Policy reflects the current SEND Code of Practice (2014). In respect to the changes in the SEND Code of Practice (2014), the Government now require all schools and academies to inform parents/prospective parents what support they offer to children with SEND. We also meet the requirements of the Equalities Act (2010).

What is the definition of SEND?

The SEND Code of Practice (2015) states:

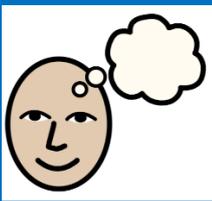
‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’

They will have:

- a significantly greater difficulty in learning than the majority of others of the same age
- OR
- a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

What kinds of SEND are provided for at OAN?

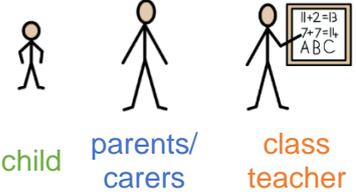
Oasis Academy Nunsthorpe is an inclusive primary school which provides for SEND across the four broad areas of need. These are identified in the SEND Code of Practice (2015) as:

Communication and Interaction 	Cognition and Learning 	Social, Emotional and Mental Health 	Sensory and/or Physical 
<p>Child may:</p> <ul style="list-style-type: none"> • have difficulty understanding what is said. • have difficulty saying what they want to say. • not understand social rules of communication. 	<p>Child learns at a slower pace than peers despite appropriate differentiation.</p>	<p>Child may:</p> <ul style="list-style-type: none"> • be withdrawn and isolated. • display challenging, disruptive or disturbing behaviour. 	<p>Child requires additional support and equipment to access the same opportunities as their peers.</p>
<p>For example, children with ASC, stammers, speech sound disorders.</p>	<p>For example, children with moderate learning difficulties (MLD), or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.</p>	<p>For example, children with ADHD, attachment disorders and anxiety.</p>	<p>For example, children with hearing or visual impairments and children with physical disabilities.</p>

How are the needs of pupils with SEND identified and assessed at OAN?

Early and accurate identification of SEND is a priority at OAN so that provision can be put in place to meet a child's individual needs. If you believe your child has a special educational need or disability, which the school is not aware of, you should speak to their class teacher in the first instance. If required, support and advice can also be sought from our SENCO, Kate Calvert. Please call the office on 01472 310013 to make an appointment.

As a child moves through the graduated response, different professionals will assess and identify their specific needs using a variety of approaches. GPs/Paediatricians can also refer children to our SEND team following their involvement. In addition to this, our Behaviour & Inclusion Manager and pastoral team are involved in identifying additional needs where appropriate. Many of the approaches to identification are listed below.

CYCLE 1	 <p>child parents/ carers class teacher</p>	<ul style="list-style-type: none"> • Termly progress tracking. • Ongoing teacher assessment and observations. • Discussions with child and parents/ carers. • Discussions with Learning Mentors and Behaviour & Inclusion Manager. • SEN Toolkit Baseline Checks.
CYCLE 2	 <p>SENCO</p>	<ul style="list-style-type: none"> • As above, and: • Observations/ book looks by SENCO. • Standardised assessments, such as the British Picture Vocabulary Scale (BPVS3), Diagnostic Interview in Number Sense and Phonological Assessment Battery (PhAB).
CYCLE 3	 <p>external agency</p>	<ul style="list-style-type: none"> • As above, and: • Observations by external agency. • Standardised assessments specific to the external agency involved.
CYCLE 4	 <p>Educational Psychologist (EP)</p>	<ul style="list-style-type: none"> • As above, and: • Observations by EP. • Specific standardised assessments.

New Pupils:

- The academy identifies new pupils with special educational needs through the transition process and the Common Transfer Form.
- The SENCO of the previous setting liaises with our academy SENCO to transfer any information or concerns.
- Pupils with no previous records of SEND are left to settle in. If their class teacher indicates a concern, new pupils are observed in class by the SENCO and advice is given to the teacher. After half termly assessments, they follow the same route as existing students.

How are the parents and carers of children with SEND consulted at OAN?

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

Parents and carers of all our children are welcomed into school for parent evenings, workshops and Grand Project Days, where we celebrate learning each term. In addition to this, parents and carers of children with SEND will have further consultations, depending upon which cycle their child is on. Consultations that you may expect are outlined below.

CYCLE 1	 <p>child parents/ carers class teacher</p>	<ul style="list-style-type: none"> Ongoing discussions with the child's class teacher. Termly meeting to discuss the child's Pupil Passport and give their views on what is working well and what they would like to improve for their child.
CYCLE 2	 <p>SENCO</p>	<ul style="list-style-type: none"> As stated in CYCLE 1, and: Yearly Review with SENCO.
CYCLE 3	 <p>external agency</p>	<ul style="list-style-type: none"> As stated in CYCLE 1 and CYCLE 2, and: Meeting with SENCO to discuss and complete any referral documentation. In initial meetings with external agencies to share concerns. Review and feedback meetings with external agencies. Copies of any reports from external agencies and opportunities to discuss these with the SENCO.
CYCLE 4	 <p>Educational Psychologist (EP)</p>	<ul style="list-style-type: none"> As stated in CYCLE 1 and CYCLE 2, and: Meeting with SENCO to discuss and complete EP referral. Meetings with EP, when necessary. Copies of reports from EP and opportunities to discuss these with the SENCO.
EHCP		<ul style="list-style-type: none"> As stated in CYCLE 1, alongside CYCLE 2 and CYCLE 3/4 where external agencies/EP continues to be involved and: Annual Review meeting with all external agencies, local authority and SENCO.

In addition to above, our SENCO, Kate Calvert, is available for support and advice. Should you require a meeting, please call the office on 01472 310013 to make an appointment.

How are children with SEND involved in their education at OAN?

We believe that it is important for all of our children at OAN to have a voice to share their thoughts and feelings and to feel empowered to do so. At OAN, there are a number of ways children with SEND are involved in their education, many of which are outlined below:

- Every term, children contribute to their Pupil Passport, giving their views on what is working well for them and what would improve things for them.

Pupil Passports



- Children with an EHCP have an annual review, centred around their individual strengths and needs.

Person Centred Review



- During yearly reviews with the SENCO, children on the SEND register are given the opportunity to share their views on their education.

Yearly Reviews



- Children with SEND are represented on our School Council where they have the opportunity to discuss all aspects of school life.

Student Council



- Children with SEND are asked to complete surveys and questionnaires throughout the year to give their views on their education at OAN.

Surveys and Questionnaires



- There are ongoing discussions between our children and the staff who support them. This means that their successes, views and worries are heard and shared.

Discussions



How is the progress of children with SEND assessed and reviewed at OAN?

A range of processes are used to assess and review the progress of all children across the curriculum at OAN. However, as we believe in a holistic education which enables all of our children to reach the highest standard of which they are capable, we also, where appropriate, review and assess children's progress in a specific area of need.

Termly Assessments	<ul style="list-style-type: none">•Each term, all children in KS1 and KS2 complete an assessment in Maths, Reading and SPaG to indicate the progress they are making.
Tapestry	<ul style="list-style-type: none">•The progress of children in EYFS is tracked on Tapestry. This can be accessed by parents/ carers as well as class teachers, the SENCO and senior leaders.
Pupil Progress Meetings	<ul style="list-style-type: none">•Class teachers meet with a member of ALT on a termly basis to discuss the progress of all children.
SENCO Tracking	<ul style="list-style-type: none">•The SENCO specifically tracks the progress of children with SEND across the school.
Small Steps and PAS	<ul style="list-style-type: none">•Children working significantly below their year group will have a document where objectives are broken down into small steps. Class teachers will mark off the small steps as children meet them to show progress.
Pupil Passports	<ul style="list-style-type: none">•Pupil Passports set three personalised targets for children to work towards. Progress towards meeting these are reviewed each term and new targets are set when appropriate.
Interventions	<ul style="list-style-type: none">•In order to track progress in a specific area of need targeted through intervention, a base line assessment is completed. This is repeated at the end of the intervention to review progress.
Reports from external agencies	<ul style="list-style-type: none">•Many of the external agencies who support our children will set targets and suggest strategies to target specific needs. These are reviewed periodically in conjunction with parents/ carers.
Specific Tracking Documents	<ul style="list-style-type: none">•Where children have an area of need identified which is not directly linked to cognition and learning, specific tracking documents may be used to assess and review their progress. E.g. SPOT, SAS checklists, Boxall Profiles.

How are children with SEND supported through transition at OAN?

At OAN, we support children with SEND through transition in a number of ways. In order to ensure the smoothest transition possible, children's needs are carefully considered, as well as the stages of education they are moving between. Whilst our transition support is identified below, any specific questions or concerns can be discussed with our SENCO.

Transition at OAN

- New pupils are welcomed into OAN for a tour of the school along with their parents/ carers.
- Parents/ carers have the opportunity to meet with the SENCO prior to, and during, transition.
- Our SENCO, Kate Calvert, liaises with the SENCO at the child's previous school.
- New children are paired with a buddy, if they wish, to support them to settle into their new school.
- Children are introduced to key members of staff who are available to for support.
- A staggered transition can be offered, if needed, to help children with SEND settle into the academy.

Transition into EYFS

- Parents/ carers will have the opportunity to discuss their child's needs with EYFS staff during home visits.
- Parents/ carers of children with SEND have the opportunity to meet with the SENCO prior to, and during, transition.
- Children are invited into our Early Years Setting for Stay and Play sessions.
- Our Nurse staff carry out Home Visits.
- Our SENCO liaises with relevant pre-school staff or outside agencies, such as health visitors.

Secondary Transition

- Our specialist transition Learning Mentor, Adam Hiscock, organises enhanced Secondary transitions to meet the needs of our children with SEND. This can include extra visits to the Secondary setting or meeting with key members of staff.
- Class teachers, Learning Mentors and SENCO meet with relevant Secondary School staff to share information about the needs of our children with SEND.
- Secondary school SENCOs are invited to reviews of our Year 6 children with an EHCP.
- Children from our academy who will be attending Oasis Academy Wintringham (our local Oasis secondary setting) will experience specific partnership work with them. For example, students will be used to staff from the secondary supporting delivery of lessons such as P.E. Our children also have regular opportunities to visit Oasis Academy Wintringham throughout their time in KS2. This helps to familiarise students with the staff, layout of the academy and also the journey to and from their new school.

How are children with SEND supported at OAN?

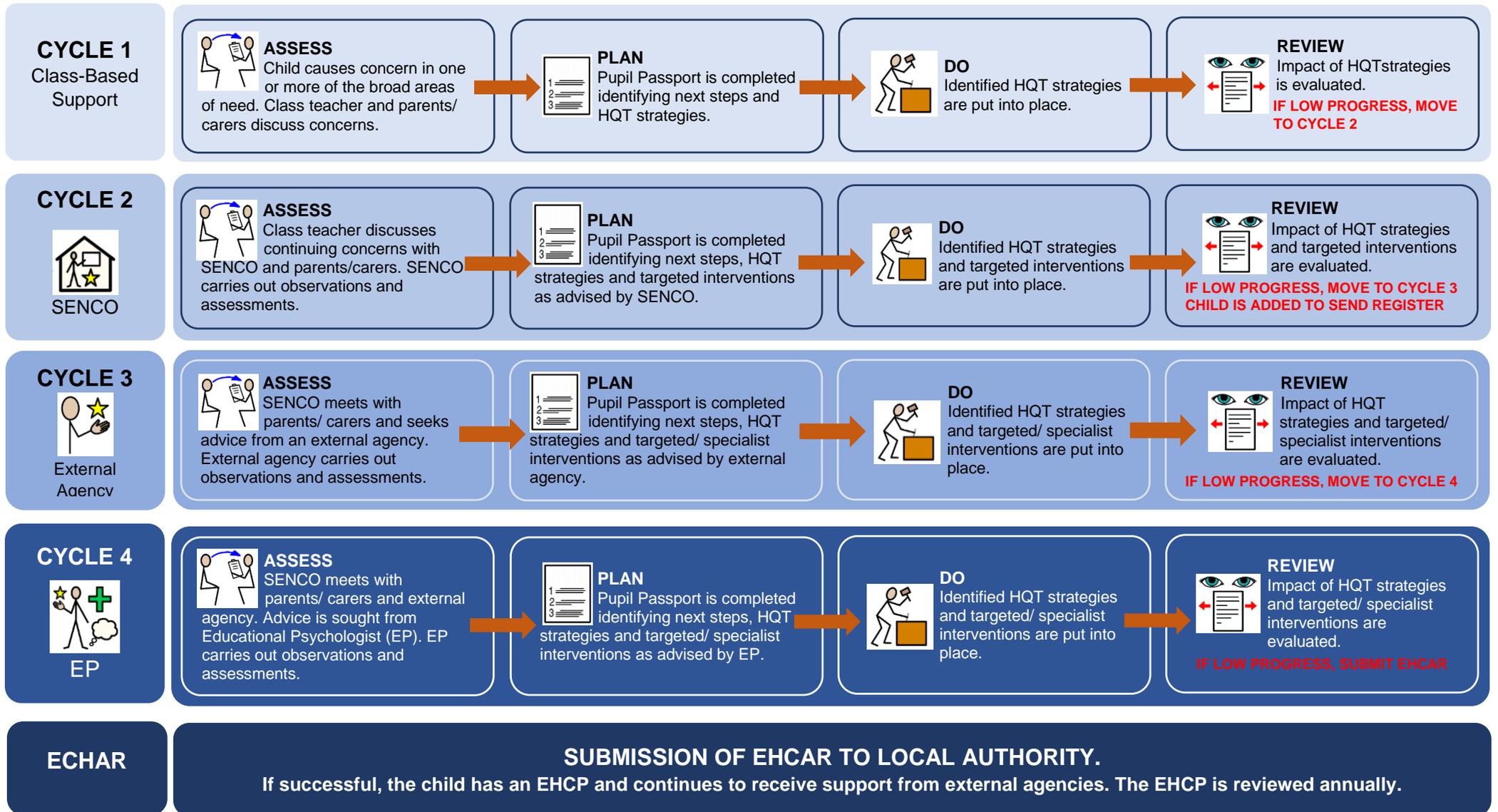
At Oasis Academy Nunsthorpe, we aim to enable every child to reach the highest standard of which they are capable of. In order to do so, we create inclusive classrooms where all children receive HQT. This means that our first response to supporting a child identified as having SEND is to identify specific HQT strategies to support their specific area of need. These are put in place in the classroom and recorded on a personalised Pupil Passport, which is reviewed termly.

If identified HQT strategies have little impact, targeted interventions and referrals to external agencies will be considered, which may lead to specialised interventions. Children with SEND are also supported by our Behaviour & Inclusion Manager or Learning Mentors, if appropriate.

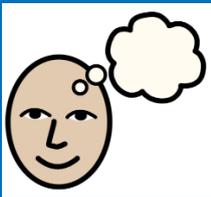
Each of the interventions in place at Oasis Academy Nunsthorpe is carefully selected to match the individual needs of our children. We recognise the importance of a holistic approach to education and, therefore, interventions are organised so that all children still access a broad and balanced curriculum. In addition to this, we provide children with opportunities to generalise knowledge and skills from interventions to wider aspects of school life.

A more detailed guide to how graduated approach is implemented at OAN can be found on the following page. This is followed by a provision overview, outlining the HQT strategies and interventions we put in place to support the four areas of need.

The Graduated Approach at OAN



Provision Overview

AREA OF NEED	Communication and Interaction 	Cognition and Learning 	Social, Emotional and Mental Health 	Sensory and/or Physical 
HQT Strategies	<ul style="list-style-type: none"> • Chunked and broken down learning tasks • Extra processing time • Checklists • Modelling • Simple and broken down instructions • Small group/1:1 support in class • Social Stories • Tower Hamlets Language Structures • Visual supports – e.g. use of Widgit • Visual Timetables • Vocabulary immersion • Word banks • Writing frames 	<ul style="list-style-type: none"> • Differentiated planning • Checklists • Extra processing time • Memory games and activities • Modelling • Multi-sensory learning opportunities • Small group/1:1 support in class • Sound buttons • Word banks • Writing frames 	<ul style="list-style-type: none"> • Daily Check in circles • Emotion cards • Key adult • Playtime support • PHSE curriculum • Visual Timetables • Whole school behaviour policy used 	<ul style="list-style-type: none"> • ChewBuddies • EasyGraph pencils • Ear defenders • Fiddle Toys • Handwriting books • Individual Workspace • Large print books • Move-n-Sit Cushions • Pencil grips • Movement breaks • Scotopic books and overlays • Small group/1:1 support in class • Strategic seating plans • Weighted blankets
Targeted Intervention	<ul style="list-style-type: none"> • Colourful Semantics • Intensive Interaction • Makaton • PECS • Pre-Teaching Vocabulary Intervention • Small group/1:1 support with Sally Leeman • Talk Boost • WellComm 	<ul style="list-style-type: none"> • All By Myself Readers • Auditory Memory Skills • Building Blocks • Interventions planned from gaps in PAS/Small Steps • Launch the Lifeboat • Narrative Therapy • POPAT Phonics • Precision Teaching • Visual Memory Skills • Working Memory Support Programme 	<ul style="list-style-type: none"> • Nurture group – use of selected nurture programmes • Pastoral Support • Personalised behaviour plan • Social Stories 	<ul style="list-style-type: none"> • ReLEASS Assessment and Activities for Hand Skills and Fine Motor Development • ReLEASS Ready Steady – Go to PE! • ReLEASS Writing Handwriting • Visits to Sensory Room
Specialist Intervention	<ul style="list-style-type: none"> • Speech and Language Therapy Care Plans • Support and advice from external agencies/EP 	<ul style="list-style-type: none"> • Support and advice from external agencies/EP 	<ul style="list-style-type: none"> • Support and advice from external agencies/EP 	<ul style="list-style-type: none"> • ETHV support • Occupational Therapy Care Plans • Physiotherapy Care Plans • Support and advice from external agencies/EP

How is the curriculum and learning environment adapted for children with SEND?

<p>The academy is a single storey building, which is fully wheelchair accessible.</p>	<p>The academy is surrounded by flat pavements with on-site disabled parking spaces.</p>	<p>The building has disabled changing, showering and toilet facilities.</p>
<p>Adaptations for students with auditory and visual impairments can be made.</p>	<p>The academy's Accessibility Plan is reviewed periodically.</p>	<p>Children with toileting needs have a designated intimate care plan to ensure they maintain independence whilst still supporting their needs.</p>
<p>All SEND students are able to access all academy activities.</p>	<p>All students take part in a range of visits, with parental consent, including residential visits.</p>	<p>Access arrangements for visits are thoroughly checked and recorded on a computer system (Evolve).</p>
<p>Students with medical needs involving medicine are given medical care plans which are kept centrally.</p>	<p>Learning is scaffolded and differentiated appropriately to meet the needs of all children.</p>	<p>All children are immersed in topics studied, giving them exposure to language and experiences, in order to develop understanding.</p>
<p>All children, including students with SEND, have access to a range of clubs.</p>	<p>Our comprehensive pastoral care system, supports students in all aspects of school life.</p>	<p>From identification and assessment of needs, relevant provision is put in place across the curriculum (see provision overview).</p>

How is provision monitored and evaluated?

Interventions are tracked through a whole school provision map. They are monitored and evaluated by the SENCO, using pupil progress data and intervention impact measures, to ensure the needs of all pupils are being met.

The provision for individual children is monitored and evaluated alongside progress reviews.

What support is in place for improving the emotional and social development of children with SEND?

Our academy is a family with positive relationships at its heart. We have a well-established pastoral system in place in order to support our children emotionally and socially, including:

Our class teachers take time to get to know each of their students - knowing their interests and aspirations.

Time is taken to check in with all of our children throughout the day in circle time.

A range of interventions (see provision overview) are used to support children with specific SEMH needs.

Learning Mentors coordinate holiday and after school clubs.

Learning Mentors are trained in supporting a range of needs, including bereavement counselling, nurture and transition.

We have a trained Forest School Lead, Kerry Haywood.

Our Inclusion & Behaviour Manager, Ben Lyall, creates and monitors the behaviour system. Full details are on our website.

All members of staff can refer pupils to the Pastoral Team for support.

Our Safeguarding Manager, Shanie Brown, targets learners at attendance risk. She also liaises with staff around potential Child Protection issues.

Our School Council ensures our pupils have a voice and work closely with our pastoral team.

Our assemblies share our inclusive ethos and 9 Habits with all children.

Our Inclusion & Behaviour Manager and SENCO work together to identify and support children with SEMH needs.

During lunchtimes, children have access to games and equipment led by our teaching assistants.

Our curriculum is designed around 5 characteristics:
Reflective Resilient Collaborative Curious Disciplined

We are able to refer to external agencies for SEMH support, where necessary.

Our children are aware of their rights and responsibilities. We have our Silver Rights Respecting Schools Award.

Our PSHE curriculum is designed to support our children and maximise their life chances.

We are **breaking existing cycles** within our community. Our children are able to identify cycles which they are trying to break.

How does OAN ensure all staff are informed and trained to support children with SEND?

At OAN, we recognise that every teacher is responsible for SEND provision across the academy. In order to ensure our staff have the information and training they need to support children with SEND, the following takes place:

•Our SEND register and provision map are shared with staff. In addition, any reports with information about children's specific needs are shared with staff who work with them. Our SENCO works closely with staff to ensure training needs are identified and supported.

Sharing of Information

•Specific members of staff are trained to support children with medical needs. This includes Epipen and Diabetes training.

Medical Training

•Our SENCO delivers training to staff throughout the year, including:

- Intervention Training
- Updates on legislation, policies and process
- Strategies for supporting children in the classroom
- Training on specific areas of SEND

Internal Training

•Staff engage with training delivered by a range of external agencies. This may be specific training for a particular child, or more general training for an area of need. Recent external training includes:

- Intensive Interaction Training
- Supporting children with SLCN difficulties
- Supporting children with working memory difficulties
- Assessment and meeting learning needs of children with SEND
- Strategies to for reading: POPAT Phonics
- Dyslexia Training
- Attachment Training
- Hearing Impairment Awareness training
- Speech and Language Training
- Support for children with Visual Impairments.

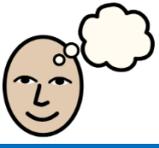
External Training

•Our Inclusion & Behaviour Manager and Learning Mentors have specific and specialised training to support children with specific needs. This includes training in delivering nurture programmes and social skills interventions.

Pastoral Team

What external and specialist expertise is available for children with SEND?

Whilst we believe HQT will meet the needs of most of our children, we recognise that some children require specialist support in order for their needs to be met. Once children are on Cycle 3 of the graduated approach, they may be referred to an external agency. Many of the external agencies we work with are outlined below:

<p>Communication and Interaction</p> 	<p>Specialist Advisory Service – Communication and Interaction Speech and Language Therapy Barnardo’s Outreach – Autism School Nurse</p>
<p>Cognition and Learning</p> 	<p>Specialist Advisory Service – Learning and Cognition</p>
<p>Social, Emotional and Mental Health</p> 	<p>Specialist Advisory Service – Social, Emotional and Mental Health Young Minds Matter School Nurse</p>
<p>Sensory and/or Physical</p> 	<p>Barnardo’s Outreach – Physical Educational Team for Hearing and Vision Occupational Therapy Physiotherapy School Nurse Diabetes Nurse Epilepsy Nurse</p>

If a child with SEND makes little progress at Cycle 3, they may be referred on to our Educational Psychologist. Parental consent will be sought before referrals to any agency are made.

Where can I find more information and support?

At school, the following people will be able to offer further information and support. In the first instance, this should be sought from the class teacher.



Further information can also be found in our policies, which can be found on our website.



Further information and support from and in the local authority can be found at the following places:

Local Offer

- The Local Authority Local Offer can be found here:
- <https://sendlocaloffer.nelincs.gov.uk/>

SENDIASS

- Provides confidential, impartial support and advice in relation to SEND.
- <https://barnardosendiass.org.uk/north-east-lincolnshire-sendiass/>
- 01472 355 365

Activities and Services Directory

- The Families First Information Service (FFIS) activities directory is a searchable directory which allows you to search for services and activities for you and your family.
- <https://www.nelincs.gov.uk/FIS/>

Children's disability and additional needs register

- The register collects information to help the Local Authority plan services for children and young people in North East Lincolnshire who have SEND.
- To register your child, complete the Children's disability and additional needs register form.

Max Card

- Families of children with SEND are eligible for a Max Card. This is a discount card for attractions across the UK.
- For more information visit <http://www.mymaxcard.co.uk/>

Family First Action Point

- Family First Action Point – 01472 326292

Young Minds Matter

- Provides an emotional wellbeing and mental health service for children up to 19, or 25 for children with SEND.
- 01472 626100

- **Additional information can be found at:**

Contact a Family www.cafamily.org.uk

SEN Direct www.sendirect.org.uk

SEND Gateway www.sendgateway.org.uk

What arrangements does the school make in relation to the treatment of complaints from parents of children/young people with SEND concerning the provision made at the school?

- There may be times when parents/carers may wish to disagree or oppose the view held by the academy about their child.
- We have a robust complaints policy that is followed in the event of any issues. Please ask at reception or visit our website for our formal complaints policy.
- If you have a worry about a child with SEND, the class teacher should be your first point of contact.
- If you are not satisfied with the results of this concern, the SENCO should be contacted
- If you are still concerned about provision for your child, please make an appointment to see the Principal of the academy

Useful Acronyms

ADHD	attention deficit hyperactivity disorder
ASC	autistic spectrum condition
CoP	Code of Practice
EHCP	education health care plan
EP	educational psychologist
EYFS	Early years Foundation Stage
HI	hearing impaired
HQT	high quality teaching
MLD	moderate learning difficulty
OT	occupational therapist
PSHE	personal, social and health education
SALT	speech and language therapy
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs and Disabilities Co-ordinator
VI	visually impaired