



# **SEND Information Report**

## **January 2023**

## Contents

Introduction .....	3
What is the definition of SEN/D? .....	4
What is the role of the SENCo in mainstream primary schools? .....	4
What kind of SEN/D provision is available at Oasis Academy Nunsthorpe? .....	5
What are Oasis Academy Nunsthorpe's procedures with regards to the identification and assessment of children with SEN/D? .....	6
How are the parents and carers of children with SEN/D consulted at Oasis Academy Nunsthorpe? .....	7
How are children with SEN/D involved in their education at Oasis Academy Nunsthorpe?..	9
How does OAN make provision for children with SEN/D whether or not they have Education, Health and Care Plans? .....	10
a. How do we evaluate the effectiveness of provision for children with SEN/D? .....	10
b. What are our arrangements for assessing and reviewing the progress of children with SEN/D? .....	10
c. What is our approach to teaching pupils with SEN/D? .....	11
d. How do we adapt the curriculum and learning environment to enable children with SEN/D to engage in all activities? .....	13
e. What equipment and facilities are available to support children with SEN/D? .....	14
f. What additional support is available to children with SEN/D? .....	14
g. What activities are available for children with SEN/D in addition to those available in accordance with the curriculum? .....	16
h. What support is available for improving the emotional and social development of children with SEN/D? .....	16
What expertise and training do our staff have to support children with SEN/D? .....	18
What external and specialist expertise is available for children with SEN/D? .....	19
How are children with SEN/D supported through transition at Oasis Academy Nunsthorpe? .....	19
Who can parents or carers contact for further information? .....	21
Where is the Local Authority's Local Offer published? .....	21
How do we plan to develop and enhance the school provision in the next academic year? .....	22

## 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 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.

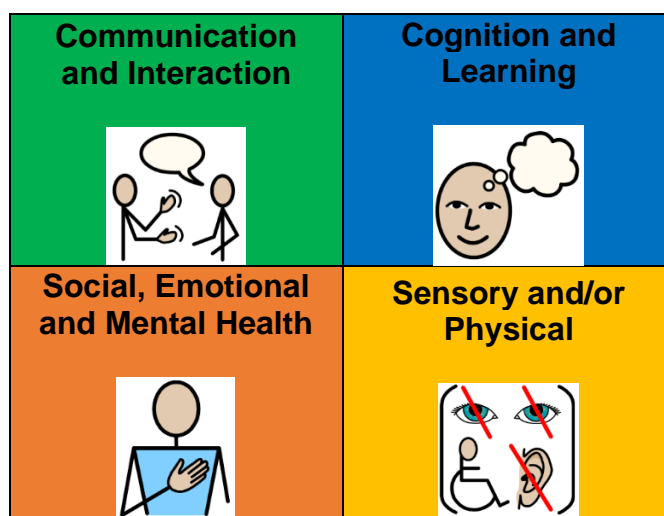
Our Special Educational Needs and Disability Policy reflects the current SEND Code of Practice (2014). In respect to the changes in the SEND Code of Practice (2014), the Government now require all schools and academies to inform parents/prospective parents what support they offer to children with SEND.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

## What is the definition of SEN/D?

SEN/D (Special Educational Need and/or Disability) is defined in the Code of Practice as children having a learning difficulty or disability that calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Under the Code of Practice (2015), SEN/D is categorised into the following four headings:



At Oasis Academy Nunsthorpe, we also follow the statutory guidance on supporting children with medical conditions.

- Personal care is provided in a dignified and discrete way to ensure all children feel included.
- Medicines are administered by pastoral staff or key people working with the child. However, a Health Care Plan for this is always decided upon with the child's parent.

Where children have medical needs and special educational needs and/or disabilities, we will plan and deliver education provision in a co-ordinated way with their Education Health and Care plan (EHCP) if they have one.

## What is the role of the SENDCo in mainstream primary schools?

In line with the Special Educational Needs and Disability Code of Practice (2015) and the mandatory standards identified within National SENCo Award training, the SENCo has *'an important role to play with the headteacher ... in determining the strategic development of SEN policy and provision (Section 6:87)*. The SEN Co-ordinator (SENCO) responsibilities may include:





- Overseeing the day-to-day operation of the school's SEN/D policy
- Coordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Managing learning support and teaching assistants
- Overseeing the records of all children with SEN/D
- Liaising with parents of children with SEN/D
- Contributing to the in-service training of staff
- Liaising with external agencies including the SEN/D Team, Educational Psychology services, Health and Social services, and voluntary bodies

Our SENCo is Mrs Louise Berry. She can be contacted via the school office: 01472 310013.

## What kind of SEN/D provision is available at Oasis Academy Nunsthorpe?

Oasis Academy Nunsthorpe is an inclusive school, where every child matters. We embrace the fact that the needs of every child are different and aim to address them and support each child's development in the most appropriate way possible. We enjoy celebrating effort as much as achievement.

At Oasis Academy Nunsthorpe, we have a highly effective inclusion team dedicated to providing outstanding provision for all children with SEN/D, across the four broad areas of need:

<b>Communication and Interaction</b> 	<b>Cognition and Learning</b> 	<b>Social, Emotional and Mental Health</b> 	<b>Sensory and/or Physical</b> 
Children who may have difficulty understanding what is said, saying what they want to say or who may not understand social rules of communication.	Children who may learn at a slower pace than peers, despite appropriate differentiation and scaffolding.	Children who may be withdrawn and isolated, display challenging, disruptive or disturbing behaviour.	Children who may require additional support and equipment to access the same opportunities as their peers.
For example, Speech, Language and Communication needs (SLCN), Autism Spectrum Disorder (ASD), Asperger's Syndrome.	For example, Specific Learning Difficulties (SpLD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) Global Developmental Delay, Dyslexia, Dyscalculia and Dyspraxia, Profound and Multiple Learning Difficulties (PMLD)	For example, Attention Deficit Hyperactive Disorder (ADHD), Depression, Eating Disorders, Attachment Disorders.	For example, Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Cerebral Palsy (CP).

As of January 2023, we have 96 pupils who are on the SEN/D register and receiving additional support. This equates to 22% of the school population. We currently have 8 pupils with an Education, Health and Care Plan.

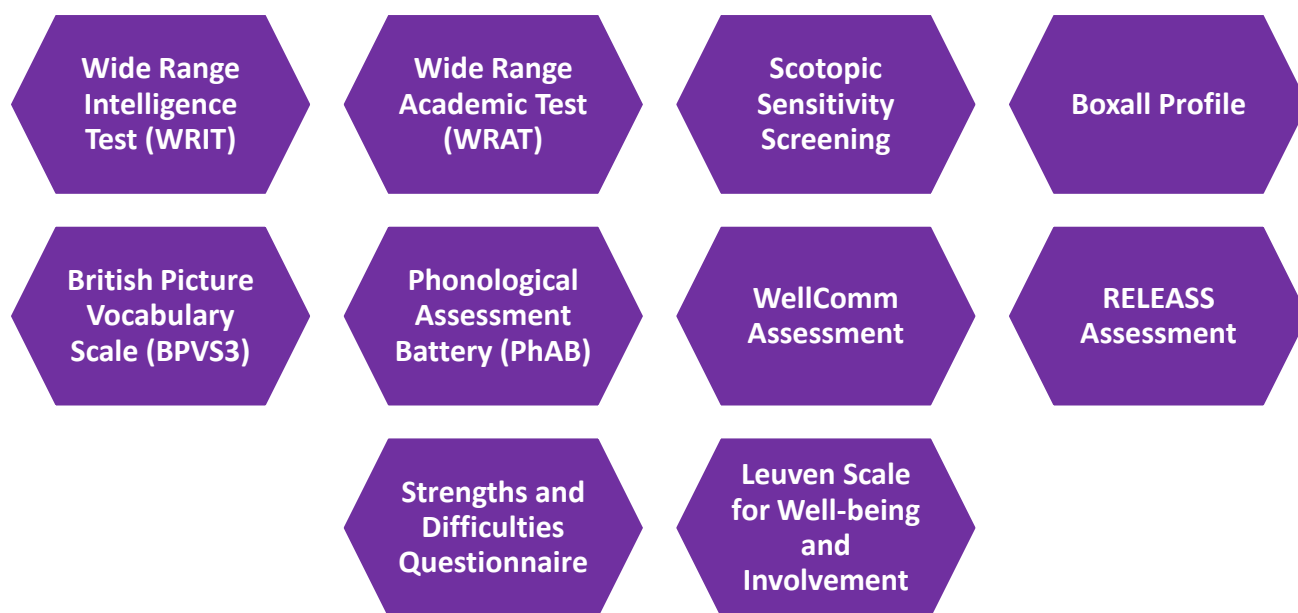
## **What are Oasis Academy Nunsthorpe's procedures with regards to the identification and assessment of children with SEN/D?**

Throughout a child's learning career, a child may have a learning need. These may be identified by school staff, by outside agencies working with the child or by parents/carers. In order to identify these as early and as accurately as possible, we encourage parents/ carers to share information and concerns with us.

We use accurate and focused assessments, as well as standardised testing to identify any concerns. However, additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.

At Oasis Academy Nunsthorpe, a range of specific, more specialised assessments may be used to assist in the identification of an individual child's need. These allow us to plan targeted programmes for them and provides us with a benchmark for measuring the impact of subsequent interventions. These assessments may include:




Progress in areas other than attainment are also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to Secondary school. In this instance, our Behaviour & Inclusion Manager and pastoral team may be involved in identifying additional needs. If behaviour is causing concern, it is always considered whether there are any underlying difficulties, and we would speak to parents/carers about anything that might have happened

at home. We would gather information about incidents occurring and an ABC checklist may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class / on the playground to record behaviours, considering involvement of others / environmental factors and an intervention devised taking into account all information gathered. We also welcome communication from GPs and Paediatricians following their involvement.

Parents/carers are always informed if school staff consider that their child requires additional support. In consultation with the parent/carer, it may be decided that the child needs to be placed on the Special Educational Needs Register and they are asked to sign an acknowledgement form where possible. However, we often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning concerns.

### **New Pupils:**

If a child is new to our school, we identify their special educational needs through the transition process and the Common Transfer Form. We liaise with their previous school or setting to transfer any information and also carry out baseline assessments on entry to identify any initial concerns or highlight any gaps in their learning.

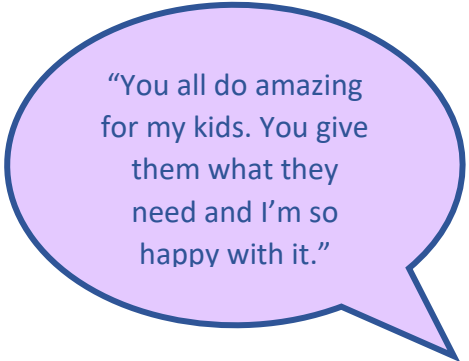


"I have seen a big improvement in \*\*\*\*\* since moving schools. I am pleased with his learning after seeing his books at Parents' Evening."

New pupils with no previous records of SEN/D are left to settle in. If their class teacher indicates a concern, new pupils may be observed in class by the SENCo and advice would be given to the class teacher. They will then follow the same route as existing students.

### **How are the parents and carers of children with SEN/D consulted at Oasis Academy Nunsthorpe?**

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 know that by working together as a team, and by sharing information, we allow our children to achieve their full potential. We do this through:



"You all do amazing for my kids. You give them what they need and I'm so happy with it."



- 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.

### Parents' Evening



- Annual reports shared between the school and parents/carers on their child's progress. These formal reports will compare a child's attainment with national expectations.

### Annual Reports



- Parents/carers are invited to attend Grand Project Days and workshops on a termly basis to share their child's learning.

### Grand Project Days and Workshops



- Parents/Carers are invited to a SEN/D review meeting on a termly basis, where they can become actively engaged in discussing their views, wishes, feelings and future aspirations. Due to the coronavirus pandemic and the restrictions imposed by this, most SEN/D review meetings during Autumn 2021 were held via phonecall.

### SEN/D Review Meetings



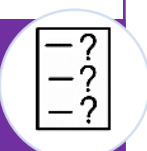
- Parents/carers of children holding an Educational Health Care Plan (EHCP) are invited to an Annual Review, where they can become actively engaged in discussing their views, wishes, feelings and future aspirations. The EHCP will be evaluated and recommendations for new short-term and long-term targets are set.

### Annual Reviews



- Parents/carers of children with SEN/D are invited to complete an annual questionnaire, which is an opportunity to share their thoughts and feelings surrounding their child's education.

### Parent Questionnaires



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

### Outside Agency Meetings





Alongside the above, informal discussions may take place daily to celebrate individual successes. The SENDCo and members of the Academy Lead Team are available to meet face to face at the school gate in a morning/evening as children arrive/leave school. Our parents/carers appreciate the 'open door' policy whereby the SENDCo is easily contactable via the school office/telephone.

In December 2021, a parent questionnaire found that 100% of parents know that their child is on the SEN/D register and that they are receiving additional support in school as recorded in their Individual Learning Plan.

"I really appreciate the work that you are doing with \*\*\*\*\*"

## How are children with SEN/D involved in their education at Oasis Academy Nunsthorpe?

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 Individual Learning Plan, giving their views on what is working well for them and what would improve things for them.

### Pupil Voice



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

### Person Centred Review



- Children are involved with their own learning on an informal basis through quality reflections and self-marking in lessons.

### Reflections



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

### Student Council



- Children with SEN/D are asked to complete an annual questionnaire to give their views on their education at OAN.

### 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

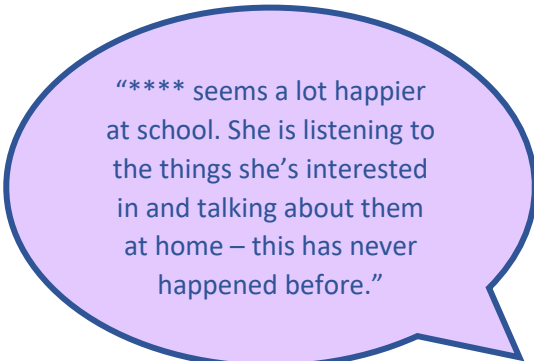


## How does OAN make provision for children with SEN/D whether or not they have Education, Health and Care Plans?

### a. How do we evaluate the effectiveness of provision for children with SEN/D?

We use a range of processes to evaluate the effectiveness of provision for 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 specific areas of need.

- Review and evaluate Individual Learning Plans every term.
- Use assessment information, progress rates and pre- and post- intervention scores.
  - Use attainment and progress data for children with SEN/D as part of the whole school tracking of children's progress every term.
  - Monitor the SEN/D provision during learning walks.
  - Send out parent, pupil and staff questionnaires each academic year to gain alternative perspectives on our SEN/D provision.
    - In the Autumn Term 2021, a SEN/D pupil questionnaire revealed that:
      - 100% of pupils asked feel that they are making progress or doing ok academically in school.
      - 100% of pupils asked feel that they get enough help at school.
      - 100% of pupils asked know who to talk to if they have a problem.



"\*\*\*\* seems a lot happier at school. She is listening to the things she's interested in and talking about them at home – this has never happened before."

### b. What are our arrangements for assessing and reviewing the progress of children with SEN/D?

- All children are subject to accurate and focused assessments every term.
  - All children in KS1 and KS2 complete an assessment in Maths, Reading and SPaG to indicate the progress they are making.
    - However, if children are working significantly below their year group they may have a document where objectives are broken down into small steps. Their class teachers will mark off the small steps as children meet them to show progress.
  - The progress of children in EYFS is tracked using Tapestry.

- 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. SAS checklists, Boxall Profiles. A base line assessment is completed. This is repeated at the end of the intervention to review progress.
- We hold pupil progress meetings to track individual pupil progress in terms of depth of learning every term.
- We carry out a cycle of consultation meetings each term, based on the Graduated Approach and Assess-Plan-Do-Review model. Within this, we review the Individual Learning Plans and personalised targets set for each child.



- We hold Annual Review meetings for SEN/D children who have an Education Health Care Plan (EHCP). Interim reviews are also arranged throughout the year as part of the graduated approach.
- When children are assessed by external agencies (e.g. Educational Psychologist), meetings take place with the parents/carers and the class teacher to discuss the findings and how best to address the child's need and meet targets.
- When assessing children with SEN/D, we consider the child's recording need. If a child requires a reader, a scribe, additional time or rest breaks in the classroom environment then it will most likely be permitted during standardised tests and assessments.

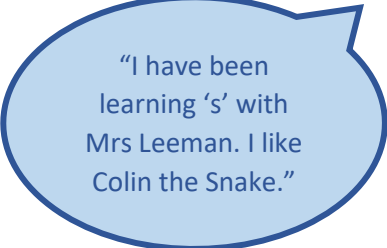
### c. What is our approach to teaching pupils with SEN/D?

- At Oasis Academy Nunsthorpe, all children identified with SEN/D will have full access to and engage in activities available with children and young people in the school who do not have SEN/D. This will take account of all Health/Safety and Risk Assessment etc.
- The fundamental aim of our school is to enable each child to be all that they can be. We encourage them to embrace and fulfil their unique potential and to unlock potential and remove barriers to learning.
- We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.
- Quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve.
- Provision for children with SEN/D is a matter for the school as a whole, as all teachers are teachers of children with SEN/D.
- A continuous cycle of assessing, planning, teaching and reviewing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests

"Mr Marriott makes our learning fun. I can do capital letters and full stops now"

of our children; the majority of our children will learn and progress within these arrangements.

- Children with SEN/D will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEN/D in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour and emotions in order to take part in learning effectively and safely.



"I have been learning 's' with Mrs Leeman. I like Colin the Snake."

- At Oasis Academy Nunsthorpe, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENDCo, teacher assessment and use of assessments which will enable peer group comparisons to be made.
- In completing assessments to consider the whole child, we acknowledge that more able children often require additional resourcing to extend and fully develop their potential. We recognise that children who speak English as an additional language may also require additional modified programmes and differentiation of the curriculum.
- We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the school curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset. Teachers plan enough time for the satisfactory completion of tasks; plan opportunities, where required, for the development of skills in practical aspects of the curriculum.

## Oasis Academy Nunsthorpe – Approach to SEN/D

### **Stage 1 – Quality First Teaching**

- Differentiated learning
- Class Teacher support
- Teaching Assistant support
- Same Day or Next Day interventions
- Termly monitoring through Pupil Progress

### **Stage 2 – SENDCo Support**

All provision available at Stage 1, plus:

- Graduated Approach begins - Assess – Plan – Do – Review
- SENDCo involvement
- Individualised Learning Plan
- Additional provision (Specific interventions, strategies and/or specialist resources)
- At least termly review meetings with parents

### **Stage 3 – Outside Agency Support**

All provision available at Stage 2, plus:

- Graduated Approach continues - Assess – Plan – Do – Review
- Outside agency involvement (e.g. Special Advisory Service, Speech and Language Therapist, Occupational Therapist, Educational Psychologist, Hearing and Vision Team, Young Minds Matter, Compass Go)
- Outside agency assessments
- Opportunities for multi-agency meetings

### **Stage 4 – Educational Health and Care Assessment Referral (EHCAR)**

All provision available at Stage 3, plus:

- Evidence for an EHCAR will be collated
- EHCAR submitted to Local Authority

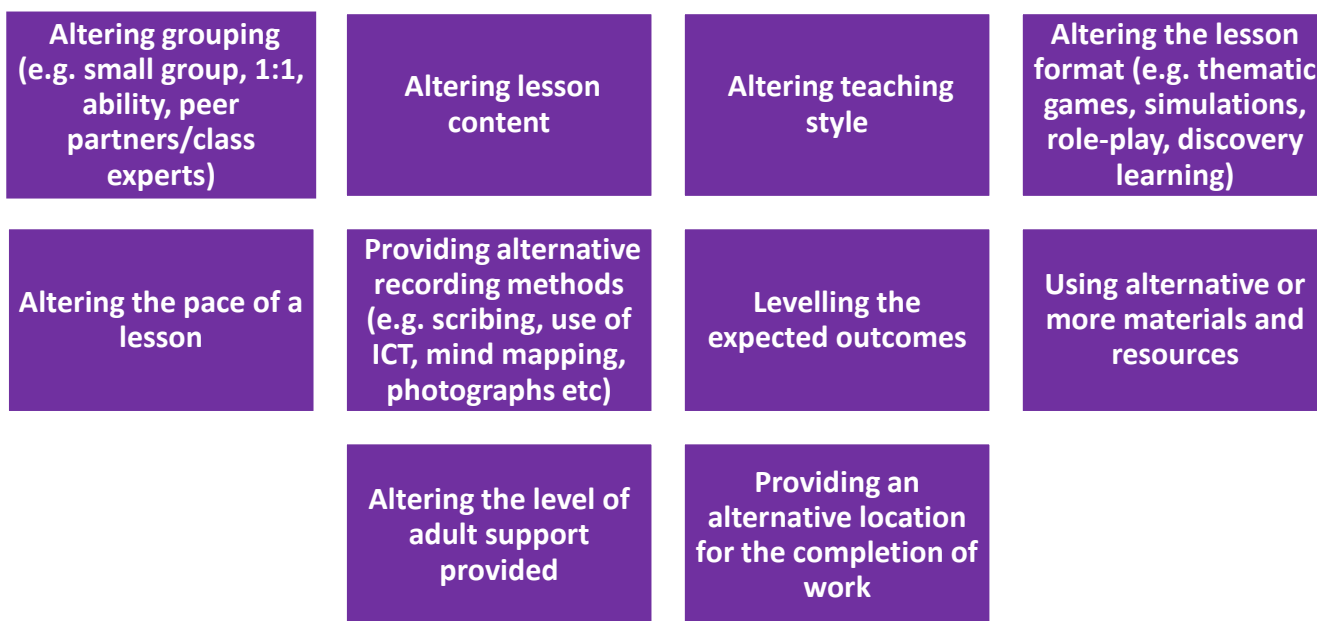
### **Stage 5 – Educational Health and Care Plan**

All provision available at Stage 3, plus:

- Education, Health and Care Plan and associated provision
- Yearly Annual Review

## **d. How do we adapt the curriculum and learning environment to enable children with SEN/D to engage in all activities?**

The curriculum is scaffolded and differentiated to meet the needs of all our children. This may occur in the classroom by:



Oasis Academy Nunsthorpe also acts upon advice received from external agencies. Advice that we have acted upon includes:

- Most advantageous positioning of Visually Impaired and Hearing Impaired children within the classroom
- Use of coloured overlays and exercise books for children with scotopic sensitivity or dyslexic tendencies
- Alternative means of recording, e.g. laptops / iPads and the use of 'Colourful Semantics'
- The use of writing frames and modelled examples
- The use of physical apparatus to aid handwriting, e.g. writing slopes and triangular pencils
- The use of Makaton to aid communication



We also:


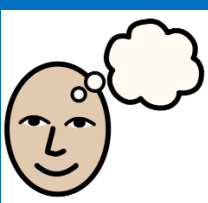


- Endeavour to ensure that our classrooms are Autistic Spectrum Continuum friendly including use of visual timetables and personalised timetables as necessary, quiet work stations, areas of retreat and labelled resources.
- Endeavour to ensure that we have dyslexic friendly environments including use of labelled resources, word walls, prompt mats, highlighting pens, coloured interactive boards, individual resources – number lines, 100 squares, phonic prompts.
- Endeavour to ensure that all classrooms are speech and language friendly.
- Have additional learning areas available outside of classrooms to provide quiet work areas for 1:1 or small group work.
- Review our Accessibility Plan periodically.

#### **e. What equipment and facilities are available to support children with SEN/D?**

At Oasis Academy Nunsthorpe, we allocate our SEN/D budget for:



- Staffing, including external agency support e.g. Educational Psychology Service
- Training to ensure that staff have up-to-date knowledge and are appropriately equipped to meet the needs of pupils with SEN/D and to deliver interventions effectively.
- Equipment and facilities to meet the needs of all children requiring additional support either recommended by the school or by external agencies supporting a child.
- The facilities our school have to support children with SEN/D include a disabled changing, showering and toilet facilities, wheelchair access, on-site disabled parking spaces, an inclusion room, a pastoral room, purple room and 'Our House'.
- The resources we provide to support children with SEN/D include:

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical
			
<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Social Stories</li> <li>• Tower Hamlets Language Structures</li> <li>• Visual supports – e.g. use of Widgit</li> <li>• Visual Timetables</li> <li>• Word banks</li> <li>• Writing frames</li> </ul>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Sound buttons / Talking Tins</li> <li>• Word banks</li> <li>• Writing frames</li> <li>• Coloured overlays / reading rulers</li> <li>• Coloured exercise books</li> </ul>	<ul style="list-style-type: none"> <li>• Emotion cards</li> <li>• Timers</li> <li>• Visual Timetables</li> </ul>	<ul style="list-style-type: none"> <li>• ChewBuddies</li> <li>• EasyGraph / Triangular pencils</li> <li>• Pencil grips</li> <li>• Ear defenders</li> <li>• Fiddle Toys</li> <li>• Handwriting books</li> <li>• Individual Workspace</li> <li>• Large print books</li> <li>• Wobble cushions</li> <li>• Weighted blankets</li> </ul>

## f. What additional support is available to children with SEN/D?

Each learner identified as having SEN/D in our school from Nursery – year 6 will receive support based on their individual needs. This will be designed to support learning and the child's well-being, but will be flexible and may change over time.


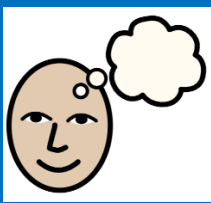


- At Oasis Academy Nunsthorpe, we have a high staff to pupil ratio which maximises learning potential for all our children. Staff receive a range of continued professional development to support pupils with SEN/D.
- We create inclusive classrooms where all children receive High Quality-First Teaching
- For children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. educational psychologist, speech and language therapists, occupational therapists).
  - Children on a behaviour support plan or receiving pastoral support may have timetabled sessions with the Behaviour and Inclusion Manager or Learning Mentors and access nurture to meet their additional social and emotional needs.
  - We teach a differentiated curriculum and use a range of information to ensure that the curriculum is matched as

"My handwriting has got better. I can sit it on the line now."



closely as possible to the needs of each child. This information includes: summative assessment, outcomes of prior learning - formative assessment, learning styles, engagement and enjoyment - learning behaviour and context - previous learning experiences and personal, social and emotional well-being.

- The allocation of resources will be flexible and responsive to meet the needs of the child during each learning experience. However, if a child requires specific resources and/or strategies then we will endeavour to provide them for use in school and at home.
- We have effective transition arrangements to help children move between phases of education. Additional transitional arrangements may be made to meet the needs of some children.
- We follow the new Code of Practice for Special Educational Needs and Disabilities (SEN/D). You can find the new Code of Practice for Special Educational Needs and Disabilities (SEN/D) here: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- We implement Individual Learning Plans for all children on our SEN/D register. These will be adhered to in order to meet the current needs of the child and may include the following:

AREA OF NEED	<b>Communication and Interaction</b> 	<b>Cognition and Learning</b> 	<b>Social, Emotional and Mental Health</b> 	<b>Sensory and/or Physical</b> 
HQT Strategies	<ul style="list-style-type: none"> <li>• Chunked and broken down learning tasks</li> <li>• Extra processing time</li> <li>• Modelling</li> <li>• Simple and broken down instructions</li> <li>• Small group/1:1 support in class</li> <li>• Social Stories Vocabulary immersion</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated planning</li> <li>• Extra processing time</li> <li>• Memory games and activities</li> <li>• Modelling</li> <li>• Multi-sensory learning opportunities</li> <li>• Small group/1:1 support in class</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Check in circles</li> <li>• Key adult</li> <li>• Playtime support</li> <li>• PHSE curriculum</li> <li>• Whole school behaviour policy</li> </ul>	<ul style="list-style-type: none"> <li>• Movement breaks</li> <li>• Small group/1:1 support in class</li> <li>• Strategic seating plans</li> </ul>
Specialist / Targeted Intervention	<ul style="list-style-type: none"> <li>• Colourful Semantics</li> <li>• Intensive Interaction</li> <li>• Makaton</li> <li>• PECS</li> <li>• Pre-Teaching Vocabulary Intervention</li> <li>• Talk Boost</li> <li>• WellComm</li> <li>• Small group/1:1 Speech and Language intervention (as recommended by care plans)</li> </ul>	<ul style="list-style-type: none"> <li>• All By Myself Readers</li> <li>• Auditory Memory Skills</li> <li>• Building Blocks</li> <li>• Interventions planned from gaps in PAS/Small Steps</li> <li>• Launch the Lifeboat</li> <li>• Narrative Therapy</li> <li>• POPAT Phonics</li> <li>• Precision Teaching</li> <li>• Visual Memory Skills</li> <li>• Working Memory Support Programme</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture group – use of selected nurture programmes</li> <li>• Pastoral Support</li> <li>• Personalised behaviour plan</li> <li>• Social Stories</li> </ul>	<ul style="list-style-type: none"> <li>• ReLEASS Assessment and Activities for Hand Skills and Fine Motor Development</li> <li>• ReLEASS Ready Steady – Go to PE!</li> <li>• ReLEASS Writing Handwriting</li> <li>• Occupational Therapy intervention (as recommended by care plans)</li> <li>• Physiotherapy intervention (as recommended by care plans)</li> </ul>

As a result of the above provision, the majority of SEN/D children make good or better progress. The use of personalised planning and individual targets also ensures that progress is maintained and allows SEN/D pupils to achieve their academic potential. As a result of this, some SEN/D pupils achieve age-related expectations in their Key Stage assessments.

**g. What activities are available for children with SEN/D in addition to those available in accordance with the curriculum?**

- All extra-curricular activities are available to all pupils. Unfortunately these have been limited due to Covid-19, but the extra-curricular activities we usually have to offer at Oasis Academy Nunsthorpe include:
  - Gardening
  - Cheerleading
  - Board games
  - Football
  - Arts and Crafts
- Talking Breakfast is available to all pupils.
- An opportunity to be on the School Council is available to all pupils.
- School visits and residential visits are available to all pupils, to support their learning.
- Swimming lessons are available to pupils when they reach a specific year group.



**h. What support is available for improving the emotional and social development of children with SEN/D?**

Oasis Academy Nunsthorpe is a family with positive relationships at its heart:

At Oasis Academy Nunsthorpe we have a Pastoral Team with designated Lead Learning Mentors, who provide and seek external activities to meet the social and emotional needs of our children. The activities may change on a termly basis, but often include:

- Lego Therapy
- Bereavement
- Counselling
- Lunchtime support

Our Safeguarding Lead, Shanie Brown is responsible for monitoring and supporting attendance. She also liaises with staff around potential Child Protection issues. In order to monitor and support attendance we:

- Carry out first day phone calls to establish pupil absence.
- Send a text message to parents when their child's attendance falls below 95%.
- Send a letter and arrange a meeting with parents when their child's attendance falls below 90%.
- Monitor lateness and work with parents if this is habitual.
- Offer every child breakfast onsite

Our curriculum is designed around five characteristics:

Reflective	Resilient
Collaborative	Curious
Disciplined	

Our assemblies share our inclusive ethos and nine Habits with all children:

Patient	Forgiving	Compassionate
Self-Controlled	Humble	Hopeful
Honest	Considerate	Joyful

In order to support staff with the emotional and social development of children, we are able to seek:

- Specialist advice from an Educational Psychologist.
- Specialist advice from colleagues at CAMHS and the Specialist Advisory Service.

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.

Our Inclusion & Behaviour Manager, Ben Lyall, creates and monitors the behaviour system.

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

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 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.

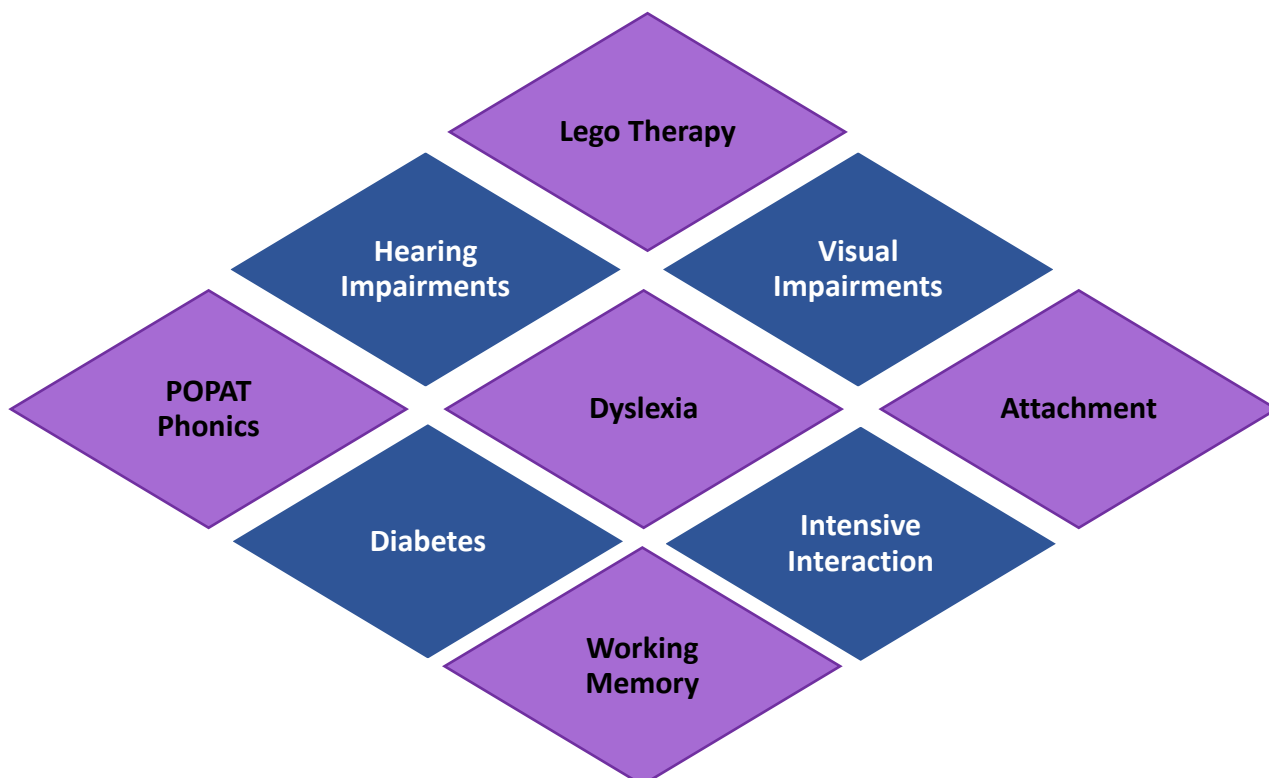
We are breaking existing cycles within our community. Our children are able to identify cycles which they are trying to break.

## What expertise and training do our staff have to support children with SEN/D?

At Oasis Academy Nunsthorpe, we are committed to developing the ongoing expertise of our staff. We have:







Under the SEN Code of Practice legislation, school and academies need to offer high quality professional development and training to the work force. At Oasis Academy Nunsthorpe, staff have received Continuous Professional Development in the following:



## What external and specialist expertise is available for children with SEN/D?

Whilst we believe High Quality First Teaching 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. Children who make limited progress at Stage 2 of our SEN/D register may move up to Stage 3 and be referred to an external agency. We engage with a range of professionals and external agencies, including:

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

If a child with SEN/D makes little progress at Stage 3 of the SEN/D register, they may be referred on to our Educational Psychologist. Parental consent will be sought before referrals to any agency are made.

## How are children with SEN/D supported through transition at Oasis Academy Nunsthorpe?

For all children entering or leaving Oasis Academy Nunsthorpe, transition plans are followed to ensure that everyone involved is informed and prepared.

### **On entry to Oasis Academy Nunsthorpe:**

- New pupils are welcomed into Oasis Academy Nunsthorpe for 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.
- Information is gathered from previous schools and external agencies in order to fully understand any additional needs a pupil has prior to their start date.
- New pupils 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 SEN/D settle into the academy.
- A baseline assessment is carried out during the settling in period.

### **On entry to Little Nunsthorpe (EYFS):**

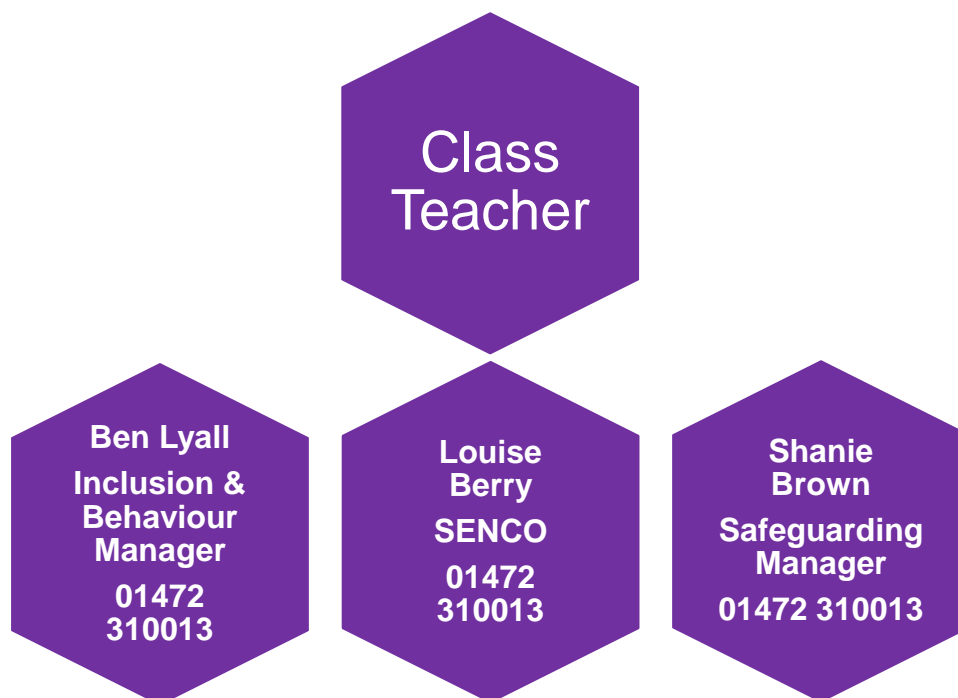
- Parents / carers will have the opportunity to discuss their child's needs with EYFS staff during home visits.
- Children are invited into our Early Years Setting for 'Stay and Play' sessions.
- Parents / carers of children with SEN/D will have the opportunity to meet with the SENCO prior to and during transition.
- Information is gathered from pre-school and external agencies, e.g. health visitors in order to fully understand any additional needs a pupil has prior to their start date.

### **Secondary Transition:**

- All pupils at Oasis Academy Nunsthorpe have regular opportunities to visit Oasis Academy Wintringham throughout their time in Key Stage Two. This helps to familiarise students with the staff, layout of the academy and also the journey to and from their new school.
- All pupils at Oasis Academy Nunsthorpe experience specific partnership work and they will become familiar to staff from the secondary school supporting the delivery of some lessons, such as P.E.
- Our specialist transition Learning Mentor, Adam Hiscock, has established good links with our main feeder secondary schools. He organises enhanced Secondary transitions to meet the needs of our children with SEN/D. This may include:
  - Additional visits to the secondary setting
  - Meeting with key members of staff from the secondary setting
  - Creating individual Transition books or Social Stories
- Class teachers, Learning Mentors and the SENCO 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.

## Who can parents or carers contact for further information?

We currently have a Parent Information Booklet containing frequently asked questions and their answers. A copy can be requested from the school office. However, for more information or to raise concerns 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.



Oasis Academy Nunsthorpe welcomes the involvement of the Special Educational Needs and Disability, Information, Advice and Support Service (SENDIASS) to support families in the school setting.

Any formal complaint must be addressed using the appropriate 'Complaints Procedure' which can be found on the school website [www.oasisacademynunsthorpe.org](http://www.oasisacademynunsthorpe.org) under – About Us – Policies.

- This year we have had no formal complaints in the SEN/D arena.

## Where is the Local Authority's Local Offer published?

As part of the Children and Families Act 2013, Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with SEN/D in the local area.

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](http://www.sendlocaloffer.nelincs.gov.uk)



## **How do we plan to develop and enhance the school provision in the next academic year?**

Our strategic plans for developing and enhancing school provision in the next academic year include:

- Further developing the structure of in-class support to maximise the progress of all children
- Continuing to address training needs that arise throughout the year
- Developing a SEN/D assessment system in Reading, Writing and Maths in order for teaching staff to plan effectively and identify pupils' barriers to learning within the school setting
- Continuing to build a larger selection of key academic assessments. This will reduce our reliance on external agencies
- Making amendments to policies and reports in line with the guidance provided by the Local Authority and also changes in our school practice.