

## Intent:

**Live:**

**Love:**

**Learn:**

Occasionally some children experience greater difficulties in aspects of their learning than others. These children may be identified as having Special Educational Needs. In line with the Special Educational Needs and Disability (SEND) Code of Practice (2015), these children are placed on the Academy's SEND register. Their progress is closely monitored and reviewed.

- At the heart of Oasis Academy Hobmoor is a deep-rooted commitment to inclusion, a desire to treat everyone equally and a respect for differences.
- Our aim is to provide an exceptional education for all our students both academically and socially, including those with SEND.
- OAH is totally committed to developing the character and competence of every student and believes that all students should receive exceptional education - including those with Special Educational Needs and Disabilities.
- We believe all our students are precious; we prioritise social inclusion and integration in all we do
- We model and set high aspirations and expectations for every student and member of staff
- We provide opportunities and experiences for all of our students, as well as their wider families, giving advantage to the disadvantaged
- SEND students, like all students, are entitled to a broad, balanced curriculum adapted to suit their particular needs, following National Curriculum requirements. We are passionate about removing barriers to learning wherever possible and making reasonable adjustments to allow inclusive practice at every level so that every student reaches their full potential.
- OAH champions early identification and intervention and recognises how vital parental involvement is in keeping a student's self-esteem high. We aim to develop a strong partnership with parents/ carers and value the insight they bring of their child's needs.
- OAH through its strong ethos and values, promotes the 9 Habits and use these to guide our practice in supporting students with SEND. By developing these habits, we help to foster resilience and social awareness that will facilitate future success for students with SEND.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new SEND Code of Practice

Identify children with SEND (Special Educational Needs and Disabilities) and ensure provision is made in accordance with the SEND Code of Practice

Have an appointed SENCO (Special Educational Needs Coordinator)

Ensure that teaching is inclusive and support practices are embedded throughout the academy

Ensure that all teachers understand that they are teachers of SEND

Plan for transitions across all Key Stages

## Implement:

### Coverage through curriculum & extra-curricular:

- OAH has a graduated approach to SEND and has implemented changes as outlined in the SEND Code of Practice' (January, 2015). The 'SEND Code of Practice' offers guidance designed to help Academies make full entitlement and appropriate provision for students with SEND.
- At OAH, we use the 'Assess, Plan, Do and Review' Cycle for the identification and provision of Special Educational Needs, particularly those with cognition and learning difficulties as their main need.
- OAH follows the 'SEND Code of Practice' whenever decisions are taken relating to children with SEND.
- OAH recognises that Special Educational Needs and Disabilities is a whole Academy responsibility and first quality teaching, differentiated for individual students, is the first step in provision for students who have SEND.
- We recognise that every teacher is a teacher of SEND and every teacher upholds high expectations for all students.
- Every teacher is responsible and accountable for the progress and development of the students in their class, even when they access support from teaching assistants, pastoral team or specialist teachers.
- A student with SEND that calls for support that is additional and different from the majority of their peers, in discussion and agreement with parents, will be placed on the SEND Support Register. The outcomes of the support will be agreed and regularly shared with parents/ carers (and the student where appropriate). Teachers will monitor the student's progress closely in lessons, through data drops and other assessments.
- outside agency support may be called for and a request for a Statutory Assessment may be necessary once sufficient evidence has been gathered
- Full-time education in the classroom with first quality teaching, differentiated for individual students
- Support from external professionals including an Educational Psychologist, Speech and Language Therapists and Behaviour Support Services

### Assessment:

At OAH, we use the Birmingham SEN Toolkits assessment system for SEN. They are a toolkit of teaching and learning strategies that support mainstream primary class teachers in the full Graduated Response of Assess-Plan-Do-Review, for all pupils working below age-related expectations in language, literacy and maths.

### Monitoring:

OCL SEND provision is monitored through:

- Regular visits by the Monitoring Standards Team and the Regional Director
- Academy self-evaluation using the OCL review format
- Focused SEND reviews commissioned by Regional Directors

## Impact:

### Data (2018/19):

**Our SEND pupils make excellent progress across the school due to our provision for them, and by the end of KS2, half of our SEND children reach the expected standard in each subject.**

### Teacher CPD/monitoring (2018/19):

### Community/families: Hub

-