

Intent:

Live:

All Pupils, including those with SEND, will continually develop their character so that they become the best version of themselves in order to live successful and fulfilling lives.

Love:

Pupils will consistently display a thirst for knowledge and understanding and a love of learning. Pupils' attitudes to learning will be of an equally high standard across subjects, years and classes and with different staff.

Learn:

Pupils will make good or better progress from their starting points, not just educationally but also in their ability to socialise and apply strategies taught to everyday situations.

The Academy's aim is to ensure that all its students achieve their full potential, regardless of differing needs. 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.



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

If a student has special educational needs or disability needs (SEND), the Academy will take every reasonable step to identify and meet them. We endeavour for every child to make good or better progress from their starting point not just educationally but also in their ability to socialise and apply strategies taught to everyday situations.

We also recognise our children's abilities outside of academic outcomes. It is key for our staff to identify and recognise our children's talents and support the flourishing of these. All our children have individual skills that we encourage and nurture whether these be artistic, musical, sporting or otherwise.

'Every Child is an Artist' Programme. As part of our Personal Development Curriculum, we actively foster and encourage a love for the arts. Through our 'Every Child is an Artist' programme, children are taught a vast range of artistic skills by professional artists. Children have the opportunity to display their learning through termly exhibitions within the academy, which are open to the community.

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.
- Pupils classified at SEN support level for SEMH needs supported by the Pastoral Team: interventions such as Thrive, Mentoring, Social Skills Interaction Groups and the involvement of outside agencies
- 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 quality first teaching, adapted for individual students, is the first step in provision for students who have SEND.
- Children working outside of the Age Related Expectation (ARE) will work within the Learning Knowledge (LK) of the lesson but be pitched according to their individual targets produced through their SEN continuum assessments. It is important for the children to work alongside their peers accessing the same learning content, whilst being appropriately differentiated and planned for through their own targets.
- Any additional targets that the children need support with will be focused on during afternoon interventions. These are carefully planned for so that children are accessing all of the curriculum,
- 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
- Support from external professionals including an Educational Psychologist, Speech and Language Therapists and Behaviour Support Services
- Strong relationships forged with Parents of children with SEND, particularly those with more challenging/complex needs- regular meetings, home/school communication, termly SEN reviews
- Focus Weeks- including Anti-Bullying Week, Autism Awareness Week and Children's Mental Health Week
- Graduated Response to SEMH- Use of Individual Behaviour Plans, Behaviour Management Plans, One Page profiles, Risk Assessments,
- Reasonable Adjustments, flexibility- meeting needs, children working in other classes, away from their class, Reduction of Permanent Provision (ROPP), Re-integration Plans,
- Planning for transitions across all Key Stages

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. Children in Early Years and Year 1 may be assessed using the Early Years Developmental Journal. Children with ASD may be assessed using the AET Progression Framework.

Impact:

Data (2020/21):

Our SEND pupils make excellent progress across the school from their starting points 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 (2020/21):

- We have half termly training sessions around different SEND needs
- Inclusion Leader attends all LA training updates and Academy SEND RINs to feedback to staff

Community/Families: Hub

- Parents evenings meetings with Class Teachers and Inclusion Leader
- SEN Termly Reviews
- Annual reviews
- School work alongside the LA professionals to support children with strategies and advice and communicate this with parents to ensure consistency through school and home
- Shared resources from school to home to support
- We support and raise awareness through activity days

Links to the SEF/LOP: Next Steps

- To ensure that all staff have got access to vital information on SEND pupils through the strategic, shared use of the platform, 'provision map'
- To ensure that curriculum adaptations and adjustments ensure that the gaps between children with SEND and those without are reduced.