



Oasis Academy Skinner Street

The DFE produced a new code of practice in June 2014 which relates to children with special educational needs (SEN) and disabled children. The code stipulates that all academies must publish information on their website about their provision for pupils with SEN or a disability. The information which follows gives an outline of the processes we follow at Oasis Academy Skinner Street.

For further details please contact the SENCO – Miss Husband on 01634 850213

Questions referenced to the SEN (Information) Regulations (Clause 65)	
1. What kinds of Special Educational Needs does the academy make provision for?	In our academy we make provision for pupils who have needs described in the table below. We know that some pupils will have difficulties in more than one of these areas and we will always do our best to meet their needs. The support in this table acts as a guide but the things we do vary, and actual support will be based on the specific needs of each pupil.
2. What type of provision does the academy make and how do they know it works?	All children in the academy have support within lessons through scaffolding, differentiation, and quality first teaching strategies. This means that learning tasks and activities are planned according to the level the pupil is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support.

Types of need and what that could look like	Examples of support available in our academy	How we check it is working.
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<p>Cognition and Learning</p> <p>Pupils who find learning, thinking, and understanding harder than most other pupils. Some of the things pupil with these difficulties might find difficult are:</p> <ul style="list-style-type: none">• Take longer to learn important skills• Find it difficult to remember things such as the important words for reading and times tables• Find it hard to understand how to use letter sounds to read and spell words• May need more time to think about their answers.	<p>Individual targets set to help show what the pupil needs help with.</p> <p>Teachers adapt their teaching methods to help pupils learn e.g., use of concrete learning equipment.</p> <p>Extra support can be given to the pupil by an adult for a short time during the day to support them learn skills e.g., overlearning of new vocabulary before a new topic.</p> <p>Extra support can be given in a small group by an adult to help the pupil learn the things they are finding difficult e.g., Booster groups and setting for Read Write Inc and Maths</p> <p>Access to specialist support from a teacher or other professional.</p>	<p>Use the academy tracking system to see how much progress the pupil has made.</p> <p>Look at the targets to see if the pupil has achieved them.</p> <p>Talk to the pupil.</p> <p>Talk to adults who have worked with the pupil.</p> <p>Have meetings with other staff in academy to talk about how the pupil is learning.</p> <p>Talk to parents.</p> <p>Ask for other professionals to work with the pupil to check the progress being made.</p>
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<p>Social, emotional, and mental health difficulties</p> <p>Pupils who find it difficult to manage their emotions and behaviour in a way that affects their daily life.</p> <p>Some of the things pupils with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> • Following rules set by others • Sitting still for very long • Listening to and follow instructions • Understanding how they are feeling • Making friends • Dealing with their difficulties in a way that does not cause harm to themselves or others • Taking responsibility for the things they do. 	<p>Individual targets set to help show what the pupil needs help with.</p> <p>Instructions may be broken down for pupils to follow.</p> <p>Timers are used to increase levels of concentration and linked to positive praise.</p> <p>Circle times are used in classrooms for discussion points.</p> <p>Buddy systems are set up during lunch and playtimes.</p> <p>Self-help charts are used to encourage independence.</p> <p>Individualised support systems put in place e.g., workstations and visual timetables.</p> <p>Extra support can be given in a small group by an adult to help the pupil learn about how to help themselves.</p> <p>Extra support can be given to the pupil by an adult for a short time during the day to let them talk about the things that upset them.</p> <p>Use Home/Academy contact book.</p> <p>Pupil identified to attend an appropriate social interaction group.</p> <p>Obtain further advice from professionals to support the pupil in class.</p>	<p>Observations of the pupil to see if they are coping better in academy.</p> <p>Talk to the pupil or young person.</p> <p>Talk to adults who have worked with the pupil.</p> <p>Talk to parents.</p> <p>Referral to NELFT (CAMHS).</p> <p>Referral to Behavioural Support Unit and/or gain advice from Behavioural Support Unit.</p>
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Communication and Interaction

Pupils who find it difficult to interact with the people and world around them. Some of the things pupils with these difficulties might find difficult are:

- Talking to other adults and or pupils, especially when in a group.
- Talking about a topic they have not chosen to talk about.
- Making or keeping friends.
- Following rules made by someone else.
- Dealing with changes in the way they usually do things.
- Dealing with noises, smells or other sensations around them.
- Saying the things they are thinking
- Understanding what other people mean when they are talking.

Teachers adapt their teaching methods to help pupils learn and may use specialised techniques e.g. PECs.
 Speech Link and Language Link assessments are carried out in Reception to assess/highlight any needs.
 Speechlink and Language Link assessments used for other pupils in the academy where a need is identified Use support programmes (delivered by trained TAs).
 Use resources in the classroom to support the pupil with understanding or managing things that are happening (for example visual timetables, task boards, social stories).
 Get advice from professionals and specialist staff trained in academy to give advice to adults working with the pupil.

Observations of the pupil to see if they are communicating or interacting differently – in and out of class, during structured and unstructured times.
 Monitor the targets set to see if the pupil has achieved them.
 Talk to the pupil.
 Talk to adults who have worked with the pupil.
 Talk to parents.



<p>Sensory and/or physical needs</p> <p>Pupils who have a disability that may make it difficult for them to manage their everyday life without changed or support. This may be because of hearing or visual difficulties, physical disabilities, or other medical needs. Some of the things pupils with these difficulties might find difficult are:</p> <ul style="list-style-type: none">• Hearing what others in the classroom or academy setting are saying.• Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them.• Moving around without the aid of a walking aid or wheelchair.• Using pencils, scissors, knives and forks and other things that we need to use without changes or support.• Taking medication without adults helping them.	<p>Professional advice from specialist staff. Support from Learning Support Services such as the hearing or visual impairment or physical disability teams Specialist equipment. Adaptations to the academy environment where possible. Using larger print, different fonts, or different coloured paper if necessary. Adapting classroom or position of classroom to ensure accessible for all Administration of medication in accordance with Medicines in Academy Policy and any individual Medical Care Plans.</p>	<p>Monitoring that the pupil has full access to a broad and varied curriculum. Observations of the pupil within the academy environment. Talk to the pupil. Talk to adults who have worked with the pupil. Talk to parents.</p>
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3. How does the academy identify and assess Special Educational Needs?

In the academy we use a variety of different ways to assess whether a child or young person has special educational needs. Some of these ways include:

- Observations
- Academy based test results
- Information from parents and carers
- Information from the pupil
- Specialised assessments carried out by members of the academy's support services
- Information from previous Academies or settings
- Results from end of key stage assessments
- Discussions with adults who work with the pupil

Once a pupil is identified as having a special educational need by a medical professional, a graduated approach to support is taken. The child's needs will first be assessed, then support will be planned, carried out and then reviewed. At the review, any necessary changes will be made to meet the needs of the pupil within the ability of the Academy's resources and expertise.

4. How do the academy know how much progress is being made by pupils with Special Educational Needs?

All pupils' progress, including those pupils with an identified special educational need, is tracked using the academy's assessment tracking system. Pupils are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised tests. For pupils with special educational needs, we set individual targets that are reviewed at least three times a year at co-production meetings with the pupil, parents and class teacher. The reviews help the academy to monitor how well interventions are working. The progress each pupil is making is also discussed at pupil progress meetings with the class teacher, phase leader and SENCO each term.



<p>5. What extra-curricular activities can a pupil with Special Educational Needs access at academy?</p>	<p>All pupils have access to our extra-curricular activities. Where appropriate and possible, adjustments will be made to ensure all pupils and young people with special educational needs are fully included in these activities. We encourage parental support to ensure that this happens, but do not exclude pupils with SEN if this is not possible.</p>
<p>6. What training does the staff in academy have in relation to pupils with Special Educational Needs?</p>	<p>In our academy, all staff are involved in supporting pupils with special educational needs and so we make sure that staff have training to help them do this. Some support staff are trained in specialist areas e.g., Speech and Language, Emotional Well-being, Social Communication. Staff are trained regularly according to the needs of the children in academy including training such as specific medical conditions. Regular Staff Meetings or INSETs update all teaching staff of strategies appropriate to SEN pupils.</p>
<p>7. How do the academy get more specialist help for pupils if they need it?</p>	<p>In our academy if we feel a pupil needs more specialist help we can approach the following services:</p> <ul style="list-style-type: none">▪ Educational Psychologist▪ Speech and Language Therapy (MCH)▪ Learning Support Service – Visual/auditory Impairment team▪ Fortis Trust – Behaviour Support Service▪ The Marlborough Centre (ASC)▪ Occupational Therapy (MCH)▪ Medway Community Healthcare – Snapdragons▪ School Nurse Service (MCH)▪ Health Visitor Service (MCH)▪ NELFT (CAHMS)



<p>8. How are parents of pupils with Special Educational Needs involved in the education of their child?</p>	<p>Our academy has an open-door policy to parents ensuring we are always approachable, so parents feel involved in the education of their child. In addition, our academy aims to regularly involve parents in the education of their child through a variety of different ways including:</p> <ul style="list-style-type: none">• Regular meetings• Target setting so parents can see what their child is working on next• Home/academy books to inform parents of important information• Regular curriculum letter to inform parents of what will be going on during the term• Home reading records• Information on the academy website• Parents' evenings• Parents' views on Provision Maps/EHCPs/Annual Review documents
<p>9. How are pupils with Special Educational Needs involved in their own education?</p>	<p>We aim to involve all children in our academy in the evaluations and implementation of their own education. For children with Special Educational Needs, we use a variety of strategies to support this including:</p> <ul style="list-style-type: none">• Child or young person's target review meetings• Involve child in setting their own targets• Self-assessment at the beginning and end of learning• Having a range of equipment available for the child to choose to use• Ensuring the child works with a range of different partners• Ensuring the child has a designated adult to go to if they need help• Communication cards• Visual timetables• Personalised workstations.



<p>10. If a parent of a child with Special Educational Needs has a complaint about the academy, how does the academy council deal with the complaint?</p>	<p>Occasionally we do not reach the expectations of parents for their child. In these instances, we encourage parents to discuss the matter first with the class teacher. If parents are not satisfied, then the academy complaints procedures can be found on the Academy website or a hard copy can be obtained from the Academy Office. This procedure will then be followed.</p>
<p>11. Who are the support services that can help parents with pupils who have Special Educational Needs?</p>	<p>The first point of contact for a parent if they want to discuss something about their child would be the class teacher and then the SENCO.</p> <p>An independent service is available to parents should they wish. This is known as the Parent Partnership Service and details can be obtained from the academy. https://www.family-action.org.uk/what-we-do/children-families/send/medwaysendias/</p> <p>Medway SENDIAS Family Action 5a New Road Avenue Chatham ME4 6BB Telephone: 01634 566 303 (answerphone messages will be responded to within 48 hours) Opening times: Monday-Friday 9.00-17.00</p>
<p>12. How does the academy support pupils with Special Educational Needs through transition?</p>	<p>We aim to make times of transition as easy as possible for the pupils in our academy.</p> <p>When starting at our academy we usually:</p> <ul style="list-style-type: none">• Meet with the pupil and their parents to talk about their needs and answer any questions about our academy.



- Meet with staff at the pupil's previous academy or setting.
- Provide the pupil with a transition book that has photographs of the key staff and areas around academy.
- Read reports from people who have worked with the pupil.
- Arrange visits to our academy so the pupil gets to see it before they start properly.
- Give any adults working with the pupil information describing the things that help to support them in academy e.g., Pupil Passport

When moving to a new year group we:

- Introduce the pupil to their new teacher before the start of term in September.
- Hold a series of meetings for each year group so that teachers explain the curriculum to parents in September. Parents can ask questions about the support available in that class.

When moving to a new academy we:

- Talk to key staff at the new academy about things that help the pupil to learn well and be happy at academy.
- Arrange extra visits to the new academy with a member of staff from our academy if that is what the pupil wants, or parents have requested.
- Talk to the pupil and their family so we can answer any questions they may have about the new academy.
- Person-Centred Review meetings are held where appropriate, led by the Child and Community Educational Service.



Oasis Academy Skinner Street

Special Educational Needs Academy Offer

13. How can parents find Medway's Local offer?

Medway's Local Offer can be found at:

https://www.medway.gov.uk/info/200307/local_offer