January 2020

Oasis Academy Parkwood
Special Educational Needs and Disabilities (SEND) Policy

Contents

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Responsibility for SEND

Mrs S. Brough is the member of staff responsible for Special Educational Needs and Disability Coordination (SENDCO) in Oasis Academy Parkwood (OAP) and is part of the Senior Leadership Team.

OAP believe that all teachers are teachers of pupils with special Educational Needs/Disability and have high expectations for all pupils.

Mrs Brough is part of a team who work together support children known as the Inclusion Team as follows:

Mrs C Harding (TA) Speech & Language Mentor
Mrs T Green (TA)   Nurture/Attendance
Mr R Boult (TA)   Nurture Team
Miss B. Dawson (TA) Nurture Team

Mrs Brough - contact number via the School Office (01724 816072)
Chair of Governors/SEND Governor Mr A Bramah

SEND at Oasis Academy Parkwood

Oasis Academy Parkwood believe that all children should be treated equally and be able to access a curriculum that enables them to achieve to their best. Our environment promotes a nurturing and supportive ethos, which aims to overcome barriers leading to success in learning.

Children, who experience greater difficulties in aspects of their learning than others, may be identified as having Special Educational Needs. In line with the Special Educational Needs/Disability (SEND) Code of Practice, these children are placed on the academy's SEND record. Support Plans are written for children, providing additional and/or different strategies, work or support. Often they will be devised after consultation with a range of professionals. Progress is closely monitored and reviewed at regular intervals at Parents/carers' Evenings, or by arrangement.

Other policies, which link with the Special Educational Needs and Disability Policy include:

Attendance
Anti-bullying
Behaviour
Communication and Interaction
Disability
Safeguarding and Child Protection

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–In this policy, Oasis Academy Parkwood is "OAP", Oasis Community Learning is "OCL" and *Special Educational Needs and Disabilities is "SEND".*

1. Aims of the Special Educational Needs and Disabilities Policy

OAP is totally committed to developing the character and competence of every pupil and believes that all pupils should receive exceptional education - including those with Special Educational Needs and Disabilities.

OAP 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 schools make full entitlement and appropriate provision for pupils with SEND. OAP follows the 'SEND Code of Practice' whenever decisions are taken relating to children with SEND.

OAP recognises that Special Educational Needs and Disabilities is a whole school responsibility and first quality teaching, differentiated for individual pupils, is the first step in provision for pupils who have SEND. We recognise that every teacher is a teacher of SEND and every teacher upholds high expectations for all pupils.

Furthermore, every teacher is responsible and accountable for the progress and development of the pupils in their class, even when they access support through Inclusion teams. Therefore, this policy should consider the wider context of OAP and their policies relating to learning and teaching.

The following pages set out the provision OAP will provide in line with the new 'SEND Code of Practice' (January 2015). Our SEND policy ensures the successful inclusion of all our pupils, as every child is:

- Included in decisions about themselves, listened to and respected
- Encouraged to develop an independent, healthy lifestyle
- Supported to achieve their best possible outcomes - educational and otherwise
- Supported to have a successful transition to adulthood
- Provided with the skills to become an independent and confident young adult who participates in society

SEND pupils, like all pupils, 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 pupil reaches their full potential.

OAP champions early identification and intervention and recognises how vital parental involvement is in keeping a pupil'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. This partnership fosters a continuous dialogue that includes parents'/ carers' observations and is crucial when planning provision.

OAP, through its strong ethos and values, promotes the 9 Habits and use these to guide our practice in supporting pupils with SEND. By developing these habits, we help to foster resilience and social awareness that will facilitate future success for pupils with SEND.

2. Categorisation: Special Educational Needs and Disabilities

The 'SEND Code of Practice' (January 2015) identifies four broad categories. These are:

1. **Communication and interaction**, including Speech and Language difficulties and Autistic Spectrum Disorders
2. **Cognition and learning**, including specific learning difficulties e.g. dyslexia
3. **Social, emotional and mental health**, including anxiety, depression and ADHD
4. **Sensory** or **Physical**, including hearing, visual or physical disabilities

A pupil may have Special Educational Needs if they are making less than expected progress, given their age and individual circumstances. This might be characterised by progress which:

- Is significantly slower than that of their peers

- Fails to match or better their previous rate of progress

- Fails to close the attainment gap with their peers

- Widens the attainment gap

A pupil with low attainment, or who is making slow progress, may not have SEND. However, these may be an indicator of underlying difficulties yet to be identified. OAP recognises that early identification of need is essential in supporting pupils with SEND and uses a range of strategies, information sharing and assessments, especially during transition.

Under the Equality Act (2010), a pupil has a disability if they have a physical or mental impairment that has a *substantia*l and *long-term* adverse effect on their ability to carry out normal day-to-day activities.

3. Admissions and Transition Arrangements

Starting school, or moving between schools, is a crucial time for SEND pupils, who may be anxious about their learning and how they will be supported in their new school. OAP champions inclusion and welcomes all pupils, including those with an Education and Health Care Plan (EHCP) and pupils with disabilities, ensuring that appropriate provision is in place to meet their needs.

If a pupil has an Education, Health and Care Plan (EHCP), we will be consulted by the local authority before any decision is taken by the authority on admission to the academy, to ensure that the academy is suitable for the pupil and his/ her needs. If the academy is suitable, the SENDCO can be present at a meeting with the previous school provider, and so will be fully aware of those' needs from the outset. The SENDCO will organise a transition review meeting for Year 6 pupils with an Education, Health and Care Plan transferring to secondary school.

OAP have close links with feeder Pre-Schools, Primary schools and local Colleges. Staff will visit local feeder schools/ Pre-Schools, meeting children and talking with their teacher and the SENDCO, looking at work samples and assessment, thus ensuring that the transfer of SEND pupils from Pre-School to Primary and Year 6 to Year 7 happens smoothly and successfully.

OAP will set up a transition programme for those pupils with SEND moving to secondary school, with a Transition Book and additional visits being organised. Other vulnerable pupils, or those under Inclusion, who may be anxious about transferring, may also be involved in the transition programme. In addition, others who are individually transferring to a secondary school.

Engaging with parents at this early stage is crucial to effective support and allaying any fears.

4. OAP Graduated Approach

4.1 Assessment and Identification

OAP believes that the majority of needs of most pupils will be met in mainstream lessons, taught by professionals, where learning is differentiated according to need. OAP work hard to ensure that information about pupils' needs is shared, so that teachers are better able to plan lessons accordingly. Whenever possible, for the vast majority of the time, pupils with SEND are educated alongside their peers in mainstream lessons.

There are a number of ways that a pupil may be identified as having additional needs, which include the following:

- **Information from Transition**. OAP liaises closely with feeder Pre-Schools/ Nurseries. Staff will liaise with each one, to gather information so that teaching staff are fully prepared for the autumn term, or the term in which the pupil arrives. This information is shared with them through the SEND Register and Class Overviews. In the first instance, some pupils may need monitoring more closely in Nursery or Reception so that staff can gauge their progress as they settle into school.

- **Information gathered from baseline data**, including Early Years baseline.
  Any pupil who joins our academy mid-year may be assessed to establish targets and ways forward. Such information is invaluable in supporting them effectively from the start of their time in the academies.

- **On-going observation** and information sharing amongst staff and Inclusion teams relating to a pupil's progress is used to inform future planning. This may include lesson observations from the SENDCO/ Inclusion Manager

- **Data from Progress checks**. If a pupil is falling below expected levels of progress, this will be picked up by regular academy reviews and data drops, as well as through Pupil Progress meetings. In addition, Subject Leaders will review pupil progress and put in place a variety of subject specific interventions as necessary.

- Using a **dyslexia screener** and other assessments.

- **Academic and Pastoral meetings**. Information is shared by academy staff, allowing support to be coordinated, including any possible referrals to outside agencies. This may include referrals to CAMHS, BSS and the EP for example.

- **Outside agency support** plays an important role in identifying, assessing and providing provision for pupils with SEND. If a pupil at the school is making less than

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expected progress, despite tailored support, OAP seeks to utilise support from external specialists for pupils with higher levels of need in order to improve their outcomes. OAP will receive regular visits from the Educational Psychologist, Specialist Advisory Teachers, Speech and Language Therapists and the Behaviour Support Service.

- OAP will work closely with the Attendance Officer, the Education and Welfare Officer and others.

4.2 The Support Register

A pupil 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 Support Register. The outcomes of the support will be agreed and regularly shared with parents/ carers (and the pupil where appropriate). Teachers will monitor the pupil's progress closely in lessons, through data drops and other assessments.

If the support arrangements do not lead to improved levels of progress, then outside agency support may be called for and a request for a Statutory Assessment may be necessary once sufficient evidence has been gathered.

If, however, the pupil begins to make good progress as a result of support put in place, they may be removed from the Support Register. Again, such decisions will be discussed with parents/ carers and the young person themselves before any decision is made.

4.3 Statutory Assessment for an Education and Health Care Plan (EHCP)

For a few pupils, the help given by the school will not be enough for them to make good progress and it may become necessary to make a request to the local authority for Statutory Assessment. OAP works closely with local authorities to ensure that pupils receive the correct level of support and funding. Where a request is made for Statutory Assessment, the pupil will have demonstrated significant cause for concern. The parent/ carer or the school can make a request for a Statutory Assessment.

Once a request has been made to the local authority and the Statutory Assessment agreed, information is gathered by the SENDCO, including any professional assessments (e.g. an Educational Psychologist's report), parents'/ carers' and pupil's views and any progress data. This is then, presented to the local authority for a decision about whether it is necessary for the needs and provision to be formally set out in an Education and Health Care Plan (EHCP). If the local authority agree, generally, a Multi-Agency Meeting will be arranged and an EHCP is drawn up in consultation with all parties, including the pupil, parents/ carers, specialist teachers and the Educational Psychologist.

Local authorities must decide within 20 weeks whether to carry out such an assessment and subsequently, whether or not to issue an EHCP for that pupil.

5. Plan and Do: SEND Provision

OAP recognises that SEND provision is a whole school responsibility and should be seen in the context of other school policies. All pupils, including those with SEND, should have access to a broad and balanced curriculum, underpinned by quality first teaching, where teachers plan appropriate learning outcomes for the pupils in their care. Working with classroom teachers, Inclusion teams work flexibly to meet the varying needs of pupils.

The following list of interventions is not exhaustive, but provides an example of OAP academy support arrangements:

- Full-time education in the classroom with first quality teaching, differentiated for individual pupils
- Hover support in the classroom from dedicated Inclusion teams/ allocated Teaching Assistants (TAs)
- Small group withdrawal with Teaching Assistants to work in a range of subjects including: English and Maths
- Speech and Language programmes
- Social skills and anger management programmes
- Small group withdrawal for reading
- Academic mentoring from the Inclusion team, where pupils review outcomes, what went well in the past week and discuss any areas of concern
- Reading: Ten minute Tutoring
- Support from external professionals including an Educational Psychologist, Speech and Language Therapists and Behaviour Support Services
- Support from the Nurture Team
- Access arrangements for exams or tests

6. Review

At OAP, if a pupil is receiving SEND support, it is important to monitor the progress of any chosen outcomes and to see whether any interventions that have been put in place have had an impact on learning. This must happen at least three times a year, one of which may be during the annual parent's consultation evening. At the end of each term, the teacher and SENDCO may organise meetings with parents to review support arrangements. The review will monitor the outcomes of any interventions put in place for pupils and decide if any refinements and changes are needed. It will also identify the responsibilities of the school, the parent and the pupil.

If there are continuing concerns about a pupil's progress or if the pupil continues to have National Curriculum levels or grades that are well below expected levels for pupils of that age, the SEND department, in consultation with teachers and parents/ carers, may arrange for further assessment and/ or intervention. This may include a review of all prior data, a detailed literacy assessment and a parental consultation with the SENDCO. It may include advice from external agencies, such as the Educational Psychologist or the Speech and Language Therapist.

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OAP will also review the progress of SEND pupils through subject specific data drops at the end of units of work in the core subjects.

7. Developing Independence: Preparing for Adult Life

OAP believes that it is vital that support arrangements, in whatever form they take, aim to prepare the young person for adult life, developing their independent learning skills so that they are more prepared to lead productive, healthy adult lives. As they prepare for adult life, all pupils, including those with SEND, should participate fully in matters affecting them.

All OAP academies will have different ways of engaging pupils to express opinions, feelings and preferences. Some of these might include:

- Contributing to and reviewing their Education and Health Care Plan, including their life skills and independence

- Deciding and reviewing objectives in their Annual Review. The views of the pupil form a vital part of any review and a suitable amount of time should be devoted to this

- In the classroom, encouraging them to think independently and find solutions themselves, rather than relying on Inclusion support

- Supporting pupils to become self-disciplined

- Encouraging them to develop independent ways of learning that suit them

- Sharing progress with parents/ carers during meetings

- Developing personal skills and hobbies outside the curriculum

- Developing social skills and friendships

8. The Information Report

OAP publishes details of its SEND support through an Information Report. These can be found on specific academy websites and are clear and accessible to parents/ carers. The Information Report is updated annually and includes information about:

- The name and contact details of the SENDCO

- Staff expertise and how we train staff who support pupils with SEND

- The categories of SEND that academies provide for and the approach to learning and teaching

- The academy policies linked to the identification and assessment of SEND

- How the curriculum is adapted according to need

- How academy provision is monitored and evaluated

- Arrangements of how parents/ carers and pupils are consulted throughout the identification, assessment and provision process/ stages

- How pupils' progress is assessed

- How pupils are prepared for Transition to other schools or for adult life

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- What support there is for improving emotional and social development
- How inclusion is promoted within the academy
- How outside agencies are used, including health and social care and voluntary organisations
- Arrangements for handling complaints
- Where to find information about the Local Offer

9. The Local Offer

OAP collaborate with local authorities to support pupils in their care. The Information Report forms part of this support. The Local Offer is designed to give clear, comprehensive and accessible information about SEND provision in the local area and how to access it. It should reflect and be responsive to local needs, involving young people with SEND in its provision and review.

Appendix B details the links to the Local Authority Offers. OAP academies will advertise the Local Offer in meetings and parents/ carers of pupils with SEND are encouraged to access and engage with this support as necessary.

10. Accessibility

OAP will strive to make any reasonable adjustments to allow equal and fair access to education, regardless of a pupil's physical needs. Inevitably, accessibility will vary between academies due to variation in the age and layout of buildings.

However, all academies produce an Accessibility Plan to work towards improvements in accessibility, in compliance with the Equality Act (2010). The plan outlines how the academy aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum;
- Improve the physical environment of schools to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to pupils with disabilities and their parents/ carers

In addition, any child with a disability that requires additional support to leave the building during an evacuation will have a Personal Emergency Evacuation Plan, written with parents/ carers and professionals as relevant. This plan is reviewed annually.

OCL Property and Estates are responsible for ensuring that all academy buildings comply with the Equality Act (2010), specifically, ensuring that buildings are safe and accessible to those with physical needs.

11. Supporting Pupils with Medical Needs

In line with section 100 of the Children and Families Act (2014) and the guidance in

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'Supporting pupils at school with medical conditions' (December, 2015), OAP will make arrangements so that pupils with medical conditions are properly supported to ensure that they have full access to education, including school trips and physical education.

Academy leaders will consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported.

Individual Healthcare Plans will be completed to ensure that academies effectively support pupils with medical conditions.

Academy leaders should ensure that the OAP Medicines in School Policy is adhered to so that pupils remain safe at all times.

12. Role of the Special Educational Needs Co-ordinator (SENDCO)

The SENDCO plays an essential role in SEND provision and is responsible for the day-to-day operation of the SEND Policy. This involves working with the Head Teacher, staff, parents/ carers and other agencies to determine the strategic development of this policy. The main responsibilities of the SENDCO are:

- Overseeing the day-to-day operation of the SEND Policy, focusing on high aspirations and improving outcomes
- Delivering an outcomes-focused and co-ordinated plan for SEND pupils and their families
- Staff development on SEND matters
- Responding to changes in SEND Policy, locally and nationally
- Ensuring annual reviews of children with EHCPs are conducted accurately
- Supporting Core Leaders in understanding SEND issues and assisting with developing effective strategies for improved outcomes and provision
- Line managing Inclusion staff
- Liaising with external agencies, including Health and Social Services
- Liaising with the Designated Teacher for Looked after Children
- Liaising with other providers regarding transitional arrangements
- Liaising with parents/ carers
- Working with senior leaders within the academy to ensure compliance with the Equality Act (2010)
- Providing advice on the financial resources required to effectively support SEND pupils
- Supporting teachers with Access Arrangements for Examinations for pupils with SEND
- Analysing school performance data that impacts on improved outcomes for SEND pupils

- Ensure that the SEND Register is up to date
- Training teachers to ensure they are able to meet the needs of their pupils with quality first teaching
- Undertake regular reviews of the overall effectiveness of interventions employed in the academy for SEND pupils
- Stay aware of latest changes and updates to SEND practice nationally and of the latest approaches to SEND support and intervention
- Quality assure the effectiveness of staff working in the SEND Department, including all TAs

13. The Role of Regional Directors (RDs), Academy Councils (ACs), Principal and Monitoring Standards Team

The Regional Director (RD), in conjunction with the Academy Council (AC), must have a thorough understanding of both the SEND Policy and practice in the academies in their region:

- Ensuring that the admissions criteria does not discriminate against pupils with SEND
- Ensuring that provision of a high standard is made for pupils with SEND
- Ensuring that pupils with SEND have the opportunity to be involved in school activities
- Having regard for the 'SEND Code of Practice' (January, 2015) when carrying out these responsibilities
- Ensuring academies report to parents/ carers on the school's SEND Policy, which can be accessed through the academy website, including the allocation of resources from the school delegated/ devolved budget via letters/ emails and meetings
- Reviewing the SEND Information Report on an annual basis to ensure it remains an accurate description of the provision available within the academy

The Principal works closely with the school's SENDCO. Academy management structures must enable the SENDCO's functions to be carried out effectively. The Principal should keep the Regional Director up to date with changes to SEND provision, as well as the progress made by pupils with SEND.

The OAP Monitoring Standards Team will review the SEND provision in academies as part of their monitoring work each year. Any areas for improvement will be agreed with the Principal and shared with the Regional Director so that rapid improvement can be made.

14. Monitoring and Evaluation of SEND Provision

OAP SEND provision is monitored through:

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

Where provision in SEND is not yet good enough, academies may be given support through Regional Improvement Networks, the OAP Best Practice Directory, National Lead Practitioners or the OAP SEND Strategy Group.

15. Training

Where a SENDCO appointed after 1st September 2008 has not previously been the SENDCO at that or any other relevant school for a total period of more than twelve months, they must achieve the National Award for Special Educational Needs Co-ordination within 3 years of appointment.

Academies must ensure that their SENDCO undertakes regular training. SENDCOs will provide leadership and professional guidance to colleagues and will work closely with staff, parents/ carers, and other agencies to ensure that children with SEND receive appropriate support and high quality teaching, make at least good progress and achieve good outcomes.

The OCL Strategy Group, the Regional Improvement Networks and OCL SEND conferences ensure that SENDCOs within OCL share best practice and are kept up to date in their knowledge and skills.

16. Arrangements for Complaints

OAP aims to work with pupils and their families to ensure they achieve the best possible educational and other outcomes. However, where issues emerge, academies have clear procedures in place to allow parents/ carers to voice concerns about any aspect of their child's provision. OAP expect parents to raise matters through the relevant complaints procedure.
The contact details of the appropriate/ specific members of staff should be available to parents/ carers through the SEND Information Report should they need to contact the school for any reason. If the concerns centre around SEND provision, the first person to contact is the SENDCO.

If parents/ carers are dissatisfied with the response from the academy, Academy Council or OAP, they may raise the issue with the Education & Skills Funding Agency and/ or lodge a claim for disability discrimination against the academy with the SEN & Disability Tribunal. Please note that complaints and/ or appeals relating to Statutory Assessments or EHCPs should be made against the relevant local authority and not the academy or OAP.

17. Monitoring and Review of this Policy

OCL will actively evaluate the effectiveness of this policy by monitoring SEND provisions during Regional Director (RD) visits and OCL Monitoring and Standards Team reviews. This policy will be reviewed regularly, in line with the OCL policy review calendar.

Appendix A: Oasis Academy Support Plan/Provision Map

Appendix B: Local Offer Links

Primary:

Academy	Information Report Link	Local Offer
Aspinal	http://www.oasisacademyaspinal.org/content/special-educational-needs-and-disabilty	Manchester City Council
Harpur Mount	http://www.oasisacademyharpurmount.org/content/sen-45	
Bankleaze	http://www.oasisacademybankleaze.org/content/send-10	Bristol
Connaught	http://www.oasisacademyconnaught.org/content/sen-15	
Long Cross	http://www.oasisacademylongcross.org/content/special-educational-needs-34	
New Oak	http://www.oasisacademynewoak.org/content/send-12	
Woodview	http://www.oasisacademywoodview.org/content/send-information-0	Birmingham City Council
Boulton	http://www.oasisacademyboulton.org/content/special-educational-needs-15	
Foundry	http://www.oasisacademyfoundry.org/content/send-and-local-offer-0	
Hobmoor	http://www.oasisacademyhobmoor.org/content/sen-information-report-0	
Short Heath	http://www.oasisacademyshortheath.org/content/send-1	
Blakenhale Infants	http://www.oasisacademyblakenhaleinfants.org/content/send-14	
Blakenhale Juniors	http://www.oasisacademyblakenhalejunior.org/content/special-educational-needs-disabilities-send	Birmingham City Council
Byron	http://www.oasisacademybyron.org/content/send-information	London Borough of Croydon
Ryelands	http://www.oasisacademyryelands.org/content/special-educational-needs-and-disability	
Firvale	http://www.oasisacademyfirvale.org/content/send-17	Sheffield
Henderson Avenue	http://www.oasisacademyhendersonavenue.org/content/send-6	North Lincolnshire Council
Parkwood	http://www.oasisacademyparkwood.org/content/special-educational-needs-2	
Johanna	http://www.oasisacademyjohanna.org/content/special-education-needs-disability-send	London Borough of Lambeth

Limeside	http://www.oasisacademylimeside.org/content/send-information-report	Oldham Council
Longmeadow	http://www.oasisacademylongmeadow.org/content/special-educational-needs-13	Wiltshire
Nunsthorpe	http://www.oasisacademynunsthorpe.org/content/pupils-special-educational-needs-and-disabilities-oan	North East Lincolnshire Council
Pinewood	http://www.oasisacademypinewood.org/content/special-educational-needs-31	London Borough of Havering
Putney	http://www.oasisacademyputney.org/content/special-educational-needs-21	London Borough of Wandsworth
Skinner Street	http://www.oasisacademyskinnerstreet.org/content/special-educational-needs-25	Lancashire County Council
Warndon	http://www.oasisacademywarndon.org/content/special-educational-needs-32	Worcestershire County Council

Secondary:

Academy	Information Report Link	Local Offer
Arena	http://www.oasisacademyarena.org/content/send-information-report-3	London Borough of Croydon
Enfield	http://www.oasisacademyenfield.org/content/send-5	London Borough of Enfield
Coulsdon	http://www.oasisacademyshirleypark.org/content/sen-information-report-2	London Borough of Croydon
Isle of Sheppey	http://www.oasisacademyisleofsheppey.org/content/send -information-report-2	Kent
Immingham	http://www.oasisacademyimmingham.org/sites/default/files/files/SEN%20Information%20Report%20-%20%20Oasis%20academy%20Immingham(1).pdf	North East Lincolnshire Council
Silvertown	http://www.oasisacademysilvertown.org/sites/default/files/files/SEND%20OASIS%20ACADEMY%20SILVERTOWN%20LOCAL%20OFFER%202016%20%20October%202016.pdf	London Borough of Newham
Southbank	http://www.oasisacademysouthbank.org/content/send-8	London Borough of Lambeth

Brightstowe	http://www.oasisacademybrightstowe.org/content/localoffer	Bristol
Brislington	http://www.oasisacademybrislington.org/content/special-educational-needs-38	Bristol
John Williams	http://www.oasisacademyjohnwilliams.org/content/sen-43	Bristol
Lord's Hill	http://www.oasisacademylordshill.org/content/sen-17	Southampton
Mayfield	http://www.oasisacademymayfield.org/content/send-provision-1	Southampton
Lister Park	http://www.oasisacademylisterpark.org/content/special-educational-needs-and-disabilities	Bradford
Oldham	http://www.oasisacademyoldham.org/content/send-2	Oldham Council
Wintringham	http://www.oasisacademywintringham.org/content/sen-18	North East Lincolnshire Council
MediaCity UK	http://www.oasisacademymediacityuk.org/content/send3	Salford

All-through Academies:

Academy	Information Report Link	Local Offer
Don Valley	http://www.oasisacademydonvalley.org/content/send-16	Sheffield
Hadley	http://www.oasisacademyhadley.org/SEND-Overview	London Borough of Enfield
Shirley Park	http://www.oasisacademyshirleypark.org/content/dsen-offer-0	London Borough of Croydon