



Parkwood
Part of Oasis Hub Parkwood

SEND Information Report

**Oasis Academy Parkwood
October 2022**

At Oasis Academy Parkwood we have a passion and a commitment to include everyone in all aspects of school life - treating them equally regardless of differences.

Introduction

Here at Oasis Academy Parkwood, we have an **inclusive curriculum** to meet the needs of all our learners, to ensure all our children with SEND can be as independent and healthy as possible and **to achieve their full potential**.

To achieve this, we actively **support and remove barriers** to learning, as all our children are entitled to an education that is appropriate to their individual needs. All staff encourage children to develop self-belief to become the best versions of themselves so that they can reach their **personal milestones**.

We know that the parents, carers and families of children with SEND may face certain challenges, therefore it is our ambition to provide them with access to the relevant professionals and information to best support their child. We place **great emphasis** on keeping pupils and parents well informed to ensure that **good relationships** are at the heart of everything we do.

This document aims to provide you with answers to frequently asked questions and links to some different types of support that are available to you. If you need further information, please contact the Mr Farman (Assistant Principal Inclusion) via the Academy Office.

What kinds of Special Educational Needs are provided for at Oasis Academy Parkwood?

Children with SEND all have difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children.

The SEND Code of Practice 2014 defines a child as having a special educational need if they have "a significantly greater difficulty in learning than the majority of others of the same age." Or "has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school."

Special educational needs and provision can be considered in four broad areas:

Communication and Interaction

e.g. speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD), Asperger's Syndrome.

Cognition and Learning

e.g. 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).

Social, Emotional and Mental Health difficulties (SEMH)

e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorders.

Sensory and/or Physical needs

e.g. vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), Cerebral Palsy (CP).

What is the Information Report?

This is a directory of all services available to support pupils with SEN and their families. This information will set out what is normally available in schools to help children with SEN as well as the options available to support families who need additional help to care for their child.

What is the local offer?

The local offer provides parents/carers with information about how to access services in their area, and what they can expect from those services. It allows parents/carers and young people to understand how schools will support them and what they can expect across the local settings.

<http://www.northlincslocaloffer.com>

How does Oasis Academy Parkwood know if my child has SEND?

Oasis Academy Parkwood set out how pupils will be identified in the policy document, 'Special Educational Needs and Disability', located on the Academy website.

All staff at OAP are responsible for identifying pupils with possible special educational needs. We are all teachers of SEND.

We know when pupils need help if:

- An Initial Concern form is used to compile and record concerns by Academy staff. This may lead to additional assessments. The child can be monitored more closely, and the next step can be considered, which might include consultation with other professionals.
- Concerns could be raised by parents, teachers, teaching assistants or the pupil's previous school/nursery.
- Attainment is below national expectation for their age.
- There is less than expected progress.
- The attainment gap is widening between a pupil and their peers.
- By continually assessing the levels of ability, and being aware of communication, Physical, social and emotional needs.
- SEND Team and Parent Meetings.
- A pupil's attendance is poor.
- There may be a change in the pupil's behaviour
- A pupil requests help or receive help often in the academy.

What should a parent do if they think their child may have special educational needs?

- Parents should in the first instance speak to their child's teacher.
- If appropriate, the teacher will make an internal referral to the SENDCO for additional support.
- School will then inform you that your child has been added to the SEND list.

How will parents/carers and Oasis Academy Parkwood know how my child is doing?

A person-centred approach is at the heart of decision making for children with SEND at Oasis Parkwood.

We follow the graduated response - Assess, Plan, Do, Review. Parents are involved at every stage of their child's education through:

- Every pupil is discussed at least 3 times a year at SEN review meetings, and this is in addition to their standard whole class progress meetings.
- Regular meetings are held between SENDCO and the pastoral team, as well as staff meetings with teachers and support staff
- Parent's meetings
- Data Tracking for pupil progress and parent reports
- SENDCO meetings
- EHCP annual reviews
- Teacher's available after school at home time
- Senior Leaders available at the start of every day near the entrance

- Communication by telephone, email, home/schoolbook where necessary or inviting parents/carers into the Academy to discuss concerns and to find ways forward.
- Parental Questionnaires
- Parents Info page on website
- SEND Information report
- Good relationships with key person/class teacher
- Pupil voice

How does the Academy support pupils?

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

If this is identified as not enough for an individual, we then offer the following:

- Adult support in small groups or individual lessons
- Personalised curriculum
- Evidence based interventions
- Nurture provision
- Peer support
- Social groups
- Extra-curricular activities
- Technology in class/interventions
- Breakfast club
- Quiet Lunch
- Rainbow Room
- Adaptation of resources and/or learning environment
- External agency referrals to request involvement
- Delivery of targets from external agencies e.g. physiotherapy or speech and language therapy

The decision about additional support depends on the individual needs of the pupil. Most pupils with SEND will receive Support and have a Support Plan in place with targets. A few pupils having Education, Health and Care Plans (EHCP) will receive the most support.

- Interventions may be used by the Class Teacher to support a child's individual needs, or they may be included in 'pre' or 'post' teaching as part of their lesson.
- Parents/carers are informed by letter, and meetings are offered termly, or as required to review the child's progress.
- External agencies such as Health and Social Care may be involved depending on individual circumstances.
- The Nurture/Pastoral Team and Speech and Language Mentor will liaise with parents/carers and staff regarding their input.

How does Oasis Academy Parkwood evaluate the effectiveness of provision for SEND children?

Impact tracking is completed at least termly and adaptation to provision is made considering these findings.

- Send information report, reviewed annually, posted on school website
- The SENDCo, principal and class teacher meet regularly to review the list of children and their progress in progress meeting
- Data review with Principal and SENDCo

What support will there be for my child's overall wellbeing, including social, emotional and mental health?

We place strong emphasis on developing children's understanding of their own and others' needs and feelings through a programme of PSHEC (personal, social, health, education and citizenship). This may be taught as;

- Discrete lessons and as Well-being, Heritage, citizenship, Sustainable World, Safeguarding, Inclusive world and performance weeks
- Integrated into other subjects and within the Oasis 9 Habits of Hopeful, Joyful, Compassionate, Considerate, Self-control, Humble, Honesty, Patient and forgiving.
- Promoted through assemblies and other day to day events in our academy life

Pupils are also supported by:

- Safeguarding team
- Social skills interventions
- School council
- Pupil voice
- One Page Profiles
- Meet and greet by a known adult
- Breakfast, lunch and afterschool clubs
- Positive behaviour policy and anti-bullying policy
- Pupil premium/pupil premium plus
- Keeping Children Safe in Education Guidance

Families are supported by:

- Early help team
- Person centred planning
- School health team - The School Nursing services can be contacted to discuss any health concerns through a referral system operated by the SENDCo
- Attendance is monitored, with those at risk of low attendance being supported by Academy staff and the Attendance Officer.
- Pastoral team
- Breakfast, lunch, and afterschool clubs
- The Academy manages the administration of medicines, and the designated medical lead provides advice and support to parents and staff regarding this
- First Aiders are deployed at various points across the Academy; most staff being first aid trained. This is done during staff INSET sessions and training is on a rolling programme to ensure all training is kept up to date.
- Signposting children and families to safeguarding information
- SEND information and Advice and Support service

How are staff kept up to date with the Special Educational Needs in School?

SENDCO actively engages in a range of opportunities to share best practice and keep abreast of current, local and national initiatives and policy to support children with SEND.

The school seeks advice and guidance from local special schools and other relevant agencies to help school staff develop provision for children who have the most complex needs.

Specialised training for teachers and support staff (both external and in house) is an important part of ensuring that they have the appropriate skills and knowledge to support children with SEND. The Academy accesses other specialist services as follows; Speech and Language Therapy, Behaviour Support Service, Physiotherapy, Occupational Therapy, the Autism Team and Outreach from St Luke's Special School who may also deliver specific training.

<u>Whole staff</u>	<u>SENDCO</u>	<u>Individual staff</u>
<ul style="list-style-type: none">• Provision mapping• Mental health and well-being• Staff INSET days• SEND toolkits• Safeguarding• CPOMS• Prevent	<ul style="list-style-type: none">• SENCO development days• SEND National conferences• EHCP training and support• Early help assessment• Network meetings and Oasis SEND group	<ul style="list-style-type: none">• Speech and language therapy• Direct Phonics• Sumdog• Athletics• Team Teach• Insight assessment• Nurture support - including some therapy play

What specialist services and expertise are available at or accessed by the Oasis Academy Parkwood?

Local Authority

- Educational Psychology
- Hearing & Visual impairment teams
- Early Help team
- Counselling service
- Bereavement counselling service
- Social Services
- Special Educational Needs and Disabilities Information and Advice Service (SENDIASS)
- Occupational Therapy
- School Nurse
- Educational Welfare Officers (EWO)
- Autism Team (ASET)
- Outreach from St Luke's Special School

Health

- Speech and Language Therapy (SALT)
- School Nurse
- Children's Occupational Therapy Service
- Children's Physiotherapy Service
- Community Paediatric Team

How accessible is Oasis Academy Parkwood for children with SEN or disabilities?

The school is equipped with ramps for entry into the building and accessible toilets on the ground floor including changing facilities with a shower.

As a fully inclusive school, Oasis Academy Parkwood has several features to allow disabled access to our site:

- Wide doors for wheelchair access and an automatic entrance door in the academy

- Shower area and two disabled toilets at either end of the building
- Our school building is a step free zone with all facilities at ground level
- All children have the right to access off site educational visits where it is safe for them to do so. All pupils with additional needs can access all Academy activities. Risk assessments are carried out on all visits.
- For those with additional needs, alternative provision can be made, for example, additional adult support, alternative transport arrangements or alternative arrangements for the administration of medicines.
- Medical needs are catered for, including key staff that are trained to deal with administration of potentially lifesaving medication such as epi-pens.
- Additional equipment and communication aids are used where they support access for particular pupils.
- The Academy is surrounded by flat pavements with an on-site disabled parking space.
- The Academy has a dedicated Medical Room.

How will Oasis Academy Parkwood prepare and support my child to transfer to a new school or next stage of education?

Some children with SEN can become particularly anxious about transition. As a school we try to make this as stress free as possible for both you and your child.

When moving between classes a transition meeting will take place between the current teacher and the new teacher. Towards the end of every year, there will be opportunities for your child to visit the new class and meet key staff. A transition photo book can be used to assist with this change.

All new pupils are invited to look around the Academy before they join the Academy with their parents. Also, all new pupils are usually paired with a class buddy to look after them on their first few days.

Staff are invited to reviews and multi-agency team meetings. Separate pathways may be available for those pupils if needed (especially in the case of ASD pupils or pupils with SEMH).

When moving to secondary school the SENDCO/Class teacher or any member of staff linked to a class or pupil will liaise with all the receiving schools, regarding any child with additional needs. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help your child become familiar with the setting and to reduce any anxieties.

<u>Pre-school</u>	<u>To a new school</u>	<u>Between age phases</u>
<ul style="list-style-type: none"> • Home visits • Open Days • Liaison with pre-school SEND services • Transition meetings with nurseries/ pre-school settings 	<ul style="list-style-type: none"> • Transition meetings with School staff • Additional transition visits • Person Centred Planning Meetings • One Page Profiles <ul style="list-style-type: none"> • EHCP reviews • Move-up days • Transition books 	<ul style="list-style-type: none"> • Sessions with the new teacher • Visits to the new classroom • Additional transition visits <ul style="list-style-type: none"> • Person Centred Planning Meetings • One Page Profiles <ul style="list-style-type: none"> • EHCP reviews • Transition books

How are the academy's resources allocated and matched to children's special educational needs?

The Principal and SENDCO ensure that children with SEND have the resources they need in order to make good progress and be fully included in academy life.

The Academy's SEND budget is allocated by the Principal, which then becomes the responsibility of the Business/Finance Manager. The SENDCo will liaise with Principal and Business manager to discuss pupil's needs and target provision.

If the assessment of a pupil's needs for an Education, Health and Care Plan (EHCP) identifies something that is significantly different to what is usually available, there will be additional funding allocated.

Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan in partnership with the Local Authority.

How are children with Special Educational Needs consulted with and involved in their education?

Young people are involved at every stage of their education through:

- Good relationships with key person/class teacher
- One page profile
- Person centred planning meetings
- School council
- EHCP reviews
- Pupil voice

Who can parents contact for further information?

Parents can contact their child's teacher in the first instance.

Mr Farman (SENDCO) info@oasisparkwood.org 01724 861072

SENDIASS offers confidential and impartial information, advice and support to children, young people and their parents/carers on Education matters and Health and Social Care matters in relation to education. It aims to encourage and develop partnership between children, young people, parents/carers, schools, the local authority and all other partners who are involved in working to identify, assess and meet the special educational needs of children and young people.

Where parents/carers can get extra support. Who can parents contact for further information?

Other sources of information

North Lincolnshire Council website:

www.northlincs.gov.uk

The SEND Information and Support Service (SENDIAS formerly the Parent Partnership Service) -

www.northlincs.gov.uk/schools-librarieslearning/sen/support-services/parent-partnership/

Council for Disabled Children:

www.councilfordisabledchildren.org.uk

Independent Parental Special Education Advice (IPSEA):

www.ipsea.org.uk

British Dyslexia Association (BDA):

www.bdadyslexia.org.uk

National Autistic Society (NAS):

www.autism.org.uk

Royal National Institute for the Blind (RNIB):

www.rnib.org.uk

National Deaf Children's Society:

www.ndcs.org.uk

Updated October 2022

Special Education Needs terms

There are many Special Education Needs terms that are abbreviated which can lead to confusion (even for us!)

ADD Attention Deficit Disorder

ADHD Attention Deficit and Hyperactivity Disorder

ASD/ASC Autistic Spectrum Disorder/Autistic Spectrum Condition

BESD Behavioural Emotional and Social Difficulties

CAF Common Assessment Framework

CAMHS Child and Adolescent Mental Health Service

CIN Child In Need

CoP Code of Practice

CP Child Protection

DCD Developmental Co-ordination Disorder

DDA Disability Discrimination Act

DfE Department for Education

EAL English as an Additional Language

EHA Early Help Assessment

EHCP Education, Health and Care Plan

EP Educational Psychologist

EWO Education Welfare Officer

FSM Free School Meals

HI Hearing Impairment

HV Health Visitor

ILP Individual Learning Plan

ISR In School Review

KS Key Stage

LA Local Authority

LAC Looked After Child/Children

MLD Moderate Learning Difficulty

NC National Curriculum

OT Occupational Therapist

PEP Personal Education Plan

PHP Positive Handling Plan

P&FSW Pupil and Family Support Worker

SaLT Speech and Language Therapy

SEN Special Educational Needs

SENDSCO Special Educational Needs and Disability Coordinator

SpLD Specific Learning Difficulty

TA Teaching Assistant

TAC Team Around the Child

UIFSM Universal Infant Free School Meals

VI Visual Impairment