



Special Educational Needs and Disability Information Report

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Scope of Information Report

This report applies to students with special educational needs (SEN), their parents and all staff.

The academy uses the term 'parents' to signify parents and/or carers, i.e. all those who have parental responsibility for a child or young person

This report should be read in conjunction with the following:

- Access Policy
- Equality Policy
- Admissions Policy
- Medical Needs Policy

DEFINITION OF SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post-16 institutions or by relevant early years providers.

Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014

DISABLED STUDENTS

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

There is a significant overlap between disabled young people and those with special educational needs. Where a young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

WHAT IS THE LOCAL OFFER?

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refers to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision locally.

WHAT IS THE SEPCIAL EDUCATION NEEDS INFORMATION REPORT?

Academies utilise the LA Local Offer to meet the needs of SEND pupils as determined by academy policy and the provision that the academy is able to provide. Academies refer to this as ‘The Special Education Needs Information Report.

KEY REQUIREMENTS/ LEGAL DUTIES

This report responds to the requirements and recommendations of:

- The Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137

The questions and answers below provide for more information about SEND at Oasis Silvertown Academy.

CORE PRINCIPLES

Oasis Academy Silvertown fully endorses the SEND Code of Practice (2014) core principles:

All students and young people are entitled to an education that enables them to make progress so that they;

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014

Oasis Academy Silvertown is fully committed to the inclusion of students with special educational needs and disabilities (SEND) providing that the academy is compatible for the child's age, ability and aptitude and that their attendance is not incompatible with the efficient education of other students in the academy and is an efficient use of the Local Authority's resources.

In keeping with the academies' Equality Policy, we affirm that

- All students are of equal value
- We recognize, respect and value difference and understand that diversity is strength
- We foster positive attitudes and relationships
- We foster a shared sense of cohesion and belonging
- We have the highest expectations of all our students
- We work to raise standards for all students, but especially for the most vulnerable
- We observe good equalities practice for our staff

All areas of the building are fully accessible for people with disabilities or limited mobility.

OBJECTIVES OF THIS REPORT

- To identify and provide for students who have special educational needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a 'whole student, whole academy' approach to the management and provision of support for special educational needs
- To ensure access to the curriculum for all students
- To provide support and advice for all staff working with students who have special educational needs
- To develop and maintain partnership and high levels of engagement with parents

This report will be reviewed annually.

Question 1: Who are the best people to talk to in this academy about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

There are several you can talk to with regards to your child's learning or SEND. If you are unsure who to approach, please have an initial chat with your class teacher.

You can talk to your child's Class teacher. He/she is responsible for:

- Checking your child's progress and identifying, planning and delivering any additional help your child may need (e.g. like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo/Inclusion Manager) know as necessary.

- Writing Student Progress targets and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on academies’ provision map.
- Ensuring that the academies’ SEND Policy is followed in their classroom and for all the students they teach with any SEN.

You can also talk to our AP/SENCO Romala Schwartz. We also have an SEN Teacher, Ms Tana Fergusson. The AP/SENCO is responsible for:

- Developing and reviewing the academies’ SEND policy
- Coordinating all the support for students with special educational needs or disabilities (SEND)
- Ensuring that you are involved in supporting your child’s learning, kept informed about the support your child is getting and being involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into to academy to help support your child’s learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the academies SEND register (a system for ensuring that all the SEND needs of pupils in this academy are known) and making sure that records of your child’s progress and needs are kept.
- Providing specialist support for teachers and support staff in the academy so that they can help children with SEND in the academy to achieve the best progress possible.

You are also welcome to talk to our Principal, Johanna Thompson. She is responsible for:

- The day to day management of all aspects of the academy, including the support for children with SEND.
- Making sure that the Academy Council is kept up to date about issues relating to SEND. The Principal will give responsibility to Assistant Headteacher of Inclusions and class teachers, but is still responsible for ensuring that your child’s needs are met.

We also have an SEND Chair of the Academy Council, xxx, is a member of ourxxxx. She is the SENDxxx, which means that she takes a special interest in SEND, and she meets with our AP/SENDSCO on a regular basis. The full Governing Body has overall responsibility for ensuring that the necessary support is given for any student who attends the academy, who has SEND.

Parents are welcome to approach the academy in person, initially via our friendly Office staff or Class Teachers. Alternatively you can make contact with us by email or telephone:

Email: office@oasissilvertown.org
 Telephone: 020 7059 2500

Question 2: What are the different types of support available for children with SEND in our academy?

The academies’ notional SEN Budget is used to commission a range of services, including speech and language therapy, pastoral care and counseling services to support pupils:

Provision	Details	Target students
Class teacher input via excellent targeted classroom teaching (Quality First Teaching)	That the teacher has the highest possible expectations for your child and all students in their class. That all teaching is built on what your child already knows, can do and can understand. Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning. Specific strategies (which may be suggested by the SENDSCO) are in place to support your child to learn.	Specific group work and interventions which may be: Run in the classroom or outside. Run by a teacher or a LSA.

	Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding	
In class support from a Learning Support Assistant	Support the personalisation of lessons. Ensure that target students meet their lesson objectives.	Those with a Statement of SEN or EHC Plan, where it is necessary in order to meet objectives. Other students with SEND who require additional staff support to meet lesson objectives.
Specialist Teachers	Specialist Teachers are employed by Newham local authority and their time is brought in by Oasis Academy Silvertown. They are assigned to individual students and the student's class teachers and TAs, to provide expert strategies to support a specific need. The student's Statement / EHC Plan will allocate the amount of hours per annum.	Those with a Statement of SEN or EHC Plan.
Speech and Language Therapy	Speech and Language Therapists are employed by Oasis Academy Silvertown. They carry out assessments, design programmes of intervention, deliver interventions, review progress and train staff.	Students assessed by Oasis Academy Silvertown staff and therapists who are presenting speech, language or communication needs.
Outside Agencies	Educational Psychologist Local Authority – Newham Local Authority You might be asked to give permission to make a referral to one of these services. This will help the academy and yourself understand your child's particular needs better and be able to support them better in school.	The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.
Language Groups	Small groups of three to five students working on expressive and receptive language skills.	Specific pupils on the Speech and Language Caseload identified by Speech and Language Therapist.
EMA Support	1:1 withdrawal twice weekly for 30 minutes, developing students vocabulary in every day English and subject specific words.	Students who have just arrived to UK and are a beginner user of the English Language.

ASDAN Certificate of Personal Effectiveness	Nationally accredited KS4 option focussing on life skills through a variety of portfolio based modules http://www.asdan.org.uk/courses/qualifications/certificate-of-personal-effectiveness-level-1-and-2	Students with the highest level of need who may struggle with a predominantly academic curriculum.
Alternative Provision	Specialist off site provision for students with marked emotional and behavioural difficulties, or for those with a particular aptitude for a vocational area. Short and long term placements.	Students with a high level of need, in particular those with social, emotional and mental health difficulties.

Place2B	Therapist providing practical, emotional and educational support to vulnerable students.	Pupils with a high level of need, in particular those with social, emotional and mental health difficulties
Kick London	1:1 mentoring by a Kick London mentor. The sessions are focused on Solutions Mentoring.	Students who find it difficult to regulate their emotions.

Question 3. How does Oasis Academy Silvertown know if students need extra help?

We know your child needs help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the student’s behaviour or progress
- they have medical needs
- The academy has also designed their own SEND flow chart to support teachers with identifying and referring students when they have identified a learning need.

Question 4: What are the areas the different areas of learning needs?

We have students at our academy with SEN across all 4 areas of need.

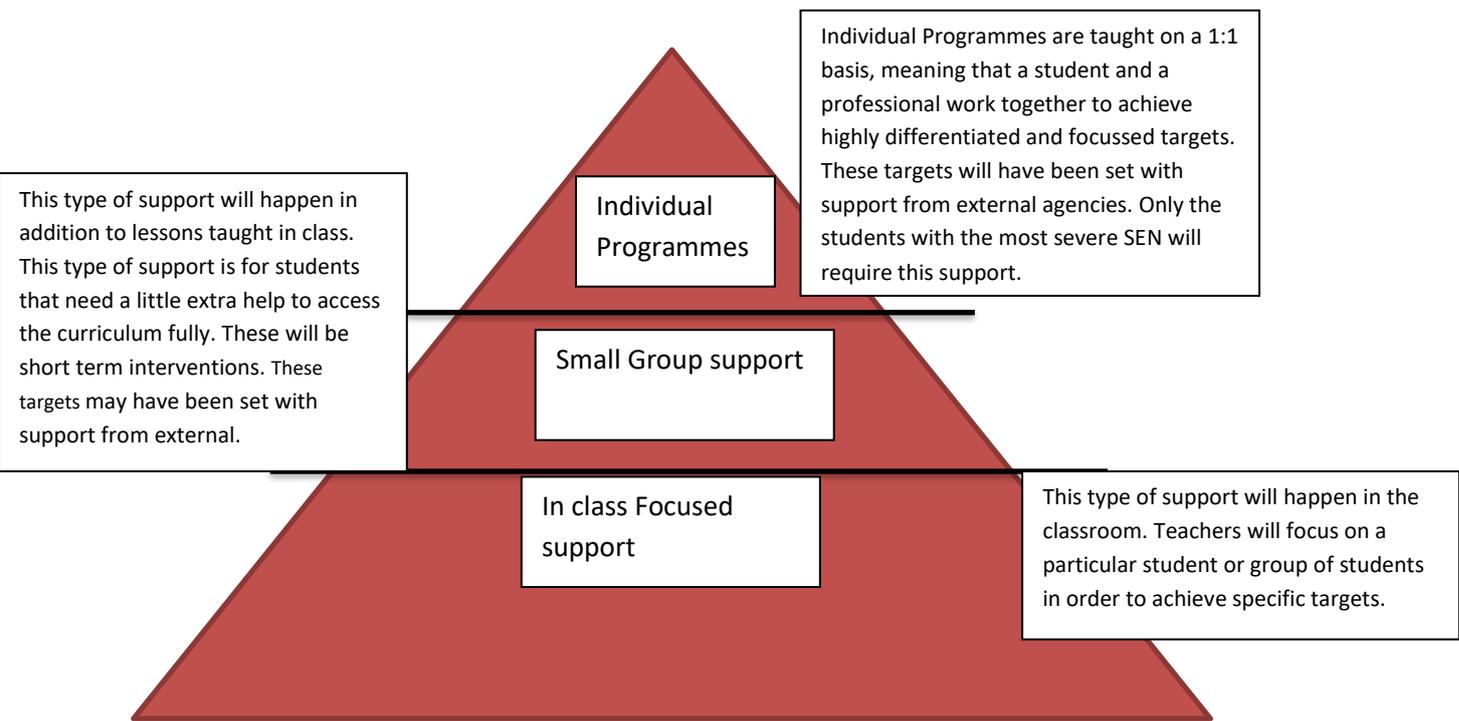
Area of need	Definition
Communication and Interaction	Children and young people with Developmental Language Disorder (DLD, formerly SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. This aspect of learning also includes children on the Autistic Spectrum Continuum (ASC also known as ASD).
Cognition and learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia
Social, emotional and mental health difficulties	Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

	Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
Sensory and/or physical needs	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) a multi-sensory impairment (MSI) or a physical disability (PD) will require specialist support and/or equipment to access their learning.

Question 5: How will I know Randal Cremer Primary School supports my child?

- Each pupil's education programme will be planned by the class teacher and SENCo. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or support staff in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil will be placed in a small focus group. This intervention will be run by the class teacher or a member of support staff. The length of time the intervention will vary according to need but will generally be for one term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness and impact of the provision and to inform future planning. These interventions are recorded on the support staff and class teacher planning grid and copies are shared with the SENCo.
- Pupil progress meetings are held each term. In these meetings the class teacher meets with the Senior Leadership team to discuss the progress of all pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more expert support from outside of school such as CAMHS (child and adolescent mental health services), Educational Psychology, Speech and Language or Occupational Therapists etc. Where this is the case a referral will be made with your consent and forwarded to the most appropriate support agency. If appropriate a pupil will undergo a number of assessments and support is usually provided to the school and parents/carers.
- The Governors at Oasis Academy Silvertown are responsible for entrusting a named person, Romala Schwartz, who is responsible for monitor safeguarding and child protection procedures.

In accordance to the SEN Code of Practice 0-25, 2014 the academy adopts a graduated response to SEN provision determined by the support each individual student requires. We use a three tier approach to classify educational needs that are additional to, or different from everyday classroom provision.



Question 6: How will the curriculum be matched to meet my child's needs?

When a student has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum and make progress. We use adapted learning intentions tasks and visual support.

Members of support staff may be allocated to work with the student in a 1:1 or small focus group to target more specific needs. With the focus always being on developing students independent thinking skills.

If a student has been identified as having a special educational need they will be included on a School Passport Plan (SPP). Targets will be set in consultation with your child according to their area of need. These will be monitored by the class teacher weekly and by SENCO at least two times a year. Support plans and progress will be discussed with parents/carers at Parents Evenings (three per year).

The Assistant Headteacher of Inclusion, alongside other subject leaders, monitors planning, books and targets for all SEN students to ensure that they match individual students' needs.

If appropriate, specialist equipment may be given to the students e.g. writing slopes, pen/pencil grips, Ipad's.

Question 7: How will I know how my child is doing?

Appointments can be made with the class teacher and/or the Assistant Headteacher of Inclusion if further discussion is required.

You will be able to discuss your child's progress at Parents Evenings.

If your child receives Speech and Language Therapy (SLT) you will be invited to a termly 'Let's talk about SLT' information session.

Question 8: How can the school help me support my child?

- SPP targets are set to be achieved over a longer period e.g. a term.
- The class teacher may suggest strategies of how to support your child.
- The Assistant Headteacher of Inclusion may meet with you to discuss how to support your child with strategies at home.
- If outside agencies have been involved, you will always be informed. Where appropriate this may lead to suggestions and programmes of study that can be used at home.

Question 9: What support will there be for my child's overall well-being?

- The school offers a wide variety of pastoral support for students who have emotional difficulties, these include:
- All members of staff are readily available for students who wish to discuss issues and concerns.
- Place2Be are available to support students with emotional, social and mental health difficulties.
- Our Student Ambassadors are also available at break and lunch time to support peer relationships.
- We provide a breakfast club Monday, Tuesday, Wednesday and Friday from 7:45am-8:10am.
- We also provide after school enrichment lessons for example; homework club which your child can attend.

Question 10: What support do students with Social, emotional and mental health difficulties receive?

- Our Emotional Literacy skills are taught through the school 'Values'.
- We provide TalkAbout which is a social skills group, individual learning behaviour support plans, lunch time drop in sessions.
- The Academy has Place2Be which provide play/art therapy to support our students.
- Student Ambassadors have completed Peer Mentoring training and support peer relationships.

Question 11: How will you support my child's transition from Year 6 /7, Year 9/10 and Year 11 to Post 16?

- Each child on the SEN register has a 'Communication Passport' one page profile detailing their likes, dislikes and how to like to be supported. Parents contribute to this and it is passed on to the next establishment when a child leaves us.
- Comprehensive information files are used to inform conversations with new class teachers at our school and primary schools.
- Arranging prior visits for primary students to the academy and staff visiting them in their primary setting.
- Visits to Post 16 establishments accompanied by an LSA.
- Regular information sessions for parents either via a coffee morning/afternoon or during the annual review process.
- Liaising with key individuals in primary and post 16 settings to ensure information is shared.
- Tailored curriculum for KS3 and KS4 including subjects like ASDAN.

Question 12: How do you support students with medical needs?

- If a student has a medical need then a detailed Care Plan is compiled by the school nurse in consultation with parents/carers. These are discussed with all staff members who support the student.
- We have a number of trained First Aiders across the academy.
- We have a well equip First Aid room.
- When pupils have very serious illnesses a Subsidiary Risk Assessment will be carried out in consultation with medical professionals. The staff receives appropriate training to suit our student's needs.

- Members of staff are trained to use the Epi-Pen.
- Where necessary and in agreement with parents/carers medicines are administered in the academy but only where a signed Medicine Consent Form is in place to ensure the safety of both the student and the staff member.

Question 13: What specialist services and expertise are available at or accessed by the academy?

Our academy buys into Newham Council SEN training and staff are trained to support children with a range of needs including autism, speech and language skills and positive behaviour training. These services are accessed depending on the level and type of need, which can change on a regular basis. You will be consulted if your child needs to access these services.

- Educational Psychologist
- Speech and Language Therapy
- Specialist Teachers
- CAMHS (Child and Adolescent Mental Health Service): First Steps (a support service for families and children), Specialist CAMHS and CAMHS Disability
- Children’s Centre Family Practitioner Support, including Strengthening Families, Strengthening Communities courses
- Newham Children’s Social Care (Social Services)
- Place2B
- Occupational Therapy
- Physio Therapy
- School Nurse
- School Doctor
- Inclusion Team (at the Newham Council)
- CFCS
- Newham Parent Partnership Service
- Short Breaks
- City Gateway
- New Directions
- Community Mental Health
- Community Links

Question 14: What training have the staff supporting SEND completed or are currently completing?

Different members of staff have received training related to SEND, these have included:

- How to support students with speech and language difficulties,
- How to support students on the autistic spectrum continuum,
- How to support students with behavioural, social and emotional needs,
- How to support students in literacy and numeracy.
- How to support students with attachment difficulties

Question 15: How will my child be included in activities outside the classroom including academy trips?

As an inclusive academy activities and academy trips are available to all.

Risk assessments are carried out and procedures are put in place to enable all children to participate.

If it is felt necessary, a parent or carer may be asked to accompany a child during the activity depending on the intensity of the 1:1 support.

As an academy we are happy to discuss individual access requirements. Facilities we have at present include:

- Low-level access to all of the academy building.
- Disabled toilets.

Question 16: How are the school's resources allocated and matched to the student's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at a progress review or if a concern has been raised at another point during the term.
- Resources may include deployment of staff depending on individual circumstances

Question 17: How do you support students with SEN against bullying?

Our Equality Policy makes it clear that all our student have the right to feel safe from bullying. We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Students with SEN may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly.

Question 17: How do we support students with SEN and exclusions?

When considering whether to exclude a student with SEN, Oasis Academy Silvertown pays due regard to Government guidance issued in June 2012 which states that schools should try every practicable means to maintain a student with SEN in school and should seek local authority and other professional advice as appropriate.

We use the following support agencies:

- Newham Inclusion Team
- Internal Isolation
- Restorative approach
- Place2Be

Question 18: What is the role of the SENCO?

The SEN Team have an open door policy with regards to parents raising concerns about potential SEN issues. Parents are welcome to ring or email the SENCO:

SENCO

Romala Gill

Telephone: 020 7059 2500

Email: Romala.gill@oasissilvertown.org

OR

Assistant SENCO

Dolly Smith

Email: dolly.smith@oasissilvertown.org

The SENCO plays a crucial role in the school's SEN provision.

Her responsibilities include:

- overseeing the day-to-day operation of this policy
- co-ordinating the provision for students with SEN,
- liaising with and giving advice to staff
- advising on the graduated approach to providing SEN support
- delivering high quality training to staff
- ensuring that the academy keeps the records of all students with SEN up to date
- liaising with students with SEN and their parents/carers
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- liaising with external agencies
- liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- tracking SEN students' attainment and progress to ensure that the gap between SEN and non-SEN continues to reduce
- advising on the deployment of the academies delegated budget and other resources to meet student's needs effectively
- working with the Principal and academies governors to ensure that the academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Question 18: What is the role of the Academy Council?

The designated Governor for SEN is: Lynne Dawes

The Academy Council's responsibilities to students with SEN include:

- having a designated Governor to oversee SEN within the academy
- annually update the SEN information report on the academy website
- ensuring that provision of a high standard is made for students with SEN
- ensuring that students with SEN are fully involved in academies activities
- having regard to the Code of Practice 2014 when carrying out these responsibilities
- being fully involved in developing and subsequently reviewing the SEN Information Report

The Academy Council of Oasis Academy Silvertown also intend to add:

- the academies arrangements for the admission of disabled students
- the steps being taken to prevent disabled students from being treated less favourably than others
- the facilities provided to enable access to the school for disabled students
- the accessibility plan showing how the academy plans to improve access progressively over time

Question 19: What should I do if I have a complaint or concern about the provision for my child?

- First make an appointment with the Assistant Principal-Inclusion who will review the provision and your child's progress, and will listen to your concerns.
- After that if you wish to discuss the matter further please speak to our Principal
- The academies complaints procedure is outlined in the Academy's website

[Question 20: Who can I contact for further information?](#)

If you wish to discuss your child's educational needs please contact the Academy Office to arrange a meeting with the class teacher or the Assistant Principal-Inclusion. If you have any other questions, please do not hesitate to contact the academy.

Academy's Contact Number: 020 7059 2500