



SEND Support

at Oasis Academy Temple

2022 - 2023



SEND Support at Oasis Academy Temple 2022/2023

Oasis Academy Temple has an inclusive approach. You can attend Oasis Academy Temple if you live in the local area regardless of any disability or special educational need.

Oasis Academy Temple has a named SENCO, Miss Kobi Howarth. She ensures that the academy's Special Educational Needs policy works within the guidelines and inclusion policies of the SEN Code of Practice (2014), the Local Education Authority and other policies current within the school.

If you cannot find the information you need then please contact Kobi Howarth, the SEND Coordinator (SENDCo) via:

Email: Kobi.Howarth@oasistemple.org
Telephone: 0161 205 1932

Every local authority publishes a local offer informing parents of services available to them. Lots of useful information can be found about services in the local area at:

www.manchester.gov.uk



SEND Information Report

What is our vision for pupils with SEND?

At Oasis Academy Temple, our vision is that all children will succeed in their learning and no individual or group will be left behind. Effective and inclusive partnership work will ensure early identification and suitable provision to support all children to achieve their potential.

Primarily, it is **every teacher's responsibility to provide good quality first teaching by:**

- Taking into account the views of parents/carers and young people
- Identifying and assessing individual need and tracking progress
- Planning and delivering a challenging and differentiated curriculum which ensures the progress of all children
- Using prior knowledge as a starting point for learning
- Adapting teaching strategies to meet the needs of all learners
- Creating a classroom environment where all pupils understand expectations and know where to find support
- Creating a classroom atmosphere which encourages and values the contributions of all children
- Supporting the identification, planning and provision for children needing extra support
- Devising personalised Additional Support Plans, with support from the SENDCo.
- Implementing the advice from outside agencies to support the learning and progress for identified children



Areas of need

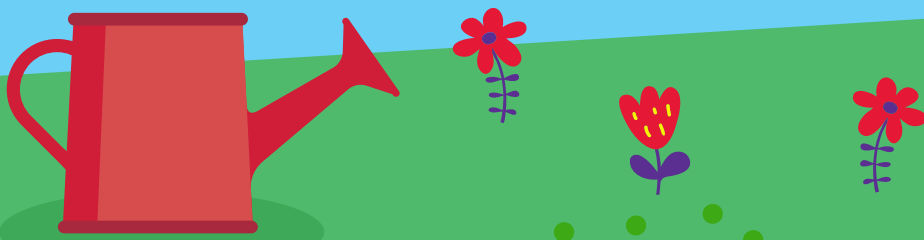
The SEND Code of Practise breaks down SEND into four different areas. **These are:**

1. 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. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

2. Communication and Language

Children and young people with speech, language and communication needs (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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

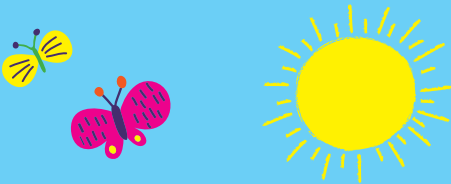


3. Social, Emotional and Mental Health (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Physical and Sensory

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. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.



How do we decide whether a child has a special educational need?

All children are assessed throughout the school year by their class teacher. Teachers are always checking how well the children are doing as they mark books and work with the class.



Some children will be making less progress than we would expect. With some extra help, most of these children will begin to catch up. This extra help might be different work or equipment in class time, or extra booster sessions.



A few children struggle to even when help has been in place. What happens, we usually say the child has a Special Educational Need (SEN).

Working together

We will ask you and your child to work with us at every point of this process. The class teacher will discuss any decisions with you. Sometimes the SENCO will meet with you too.



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The SENCO will now carry out more detailed assessments/ observations to find out what type of SEN the child has. If we need more information about a child's needs or the type of support that they need, we may ask for help from other professionals such as speech and language therapists or educational psychologists.



Once we have decided that a child has a SEN they will be added to the SEND register. This is a list of names that the SENCO uses to check how well children with SEND are doing at the academy. The SENCO will now be watching the child's progress and helping teachers decide what different help the child needs.

Diagnosis

As teachers, we are not qualified to formally diagnose any conditions. Any formal diagnoses would need to be made by an appropriately qualified professional and we can signpost you to the most relevant service.

How do we involve pupils, parents/carers and other providers in identifying Special Educational Needs?

If you tell us that you think your child has a special educational need, we will discuss this with you and check it out. We will share with you what we find and agree together what we will do next. When we assess special educational needs we will discuss with you if the child's understanding and behaviour are the same at school and home, we take this into account and work with you so that we are all helping your child in the same way.

Parent view

If a pupil has an identified special educational need before they start at Oasis Academy Temple, we work with the people who already know them and use the information already available to identify what support they will need in our school setting.

Previous schools/nursery providers

SEND Information Report

What is our vision for pupils with SEND?

Our teachers are supported to adapt teaching to meet the needs of each class. Their planning must take into account the individual needs and requirements of all children through:

- Learning differentiated to the needs of the child, ensuring that all children can experience success and challenge
- Grouping arrangements that maximise learning opportunities for all
- Support staff used flexibly to help groups and individuals with a long term goal of encouraging and developing independent learning skills
- Where required, more specific and personalised interventions to develop key areas of their learning
- Integrating resources and strategies as recommended by specialist agencies

We may write and discuss **One Page Profiles** with pupils, parents/carers and other professionals. These include targets for the child to work on, to help them to continue to make progress.



How will I know how my child is doing?

SEND Review meetings

The class teacher will meet with you three times a year to discuss your child's progress and share ideas about how best to support them at home and in school. We will provide longer slots at parents' evening for these meetings to take place. We will send home paper copies of these meetings too. These termly SEND review meetings may be held with the SENCO, if this is appropriate.

We will discuss any progress made during these small group sessions at SEND review meetings/parents' evening.

Informal meetings/chats

Want to share some news or worries? Pop in and ask to arrange a time to meet with the class teacher. The SENCO can come along too if this would help.

Annual Reviews

We hold annual review meetings for children with EHCP's or support plans. All professionals involved will be asked to attend, alongside parents/carers. Depending on the child's age, they may also take part in the review and share their perspective. This will be a chance to look at how they are progressing towards their targets, celebrate successes and decide if any changes need to be made. We will think about what's working well and what could be better.

Letters

We will send letters home to let you know about any interventions or groups that your child takes part in.



How do we adapt the curriculum to meet special educational needs?

All our staff are trained to recognise individual needs and can adapt teaching and learning approaches so that every child is able to learn at their level. We place a lot of emphasis upon quality whole class teaching that is inclusive of all pupils. We differentiate all work to match different children's abilities.

We use additional interventions so that we have something at the right level for pupils with special educational needs. These interventions can help pupils to develop key skills that will support their learning in the classroom.

Interventions:

Picture Detectives

For developing understanding/ inference skills.

Sensory circuits

Developing motor skills to support concentration.

Oro-motor

For developing control when using the mouth, lips and tongue.

Speech and language sessions

For developing speaking and listening skills, social communication and vocabulary.

Small group booster sessions

Such as phonics boosters or reading interventions.

Pre-teaching

Quick preview sessions before a unit of work starts to help pupils to be prepared for the learning.

Post-teaching

Quick sessions revisiting and recapping learning to help pupils to keep their skills and knowledge.

Precision Teaching

For developing understanding and retention of key skills such as number bonds, times tables and tricky words.

How do we check that children with SEND are making good progress?


Teachers and teaching assistants check how well a pupil **understands** and makes progress in each lesson.

Pupils are assessed on national **tracking** grids. Teachers look at these at least three times a year. These trackers are completed three times a year. We work together as a staff to **moderate work** to check our assessment judgements are correct. Our **senior leadership team** check the progress of pupils every term and discuss what we are doing to make sure pupils make good progress. We are always thinking about how we can best support pupils to make progress, asking: is there anything else we can do?


For pupils with special educational needs teachers **discuss progress with parents** every term or more often if we believe this will help.



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



A Person Centred approach is at the heart of decision making for children with SEND at Oasis Academy Temple. 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
 - EHC plan/statement annual review
 - QR code in classrooms for children to scan and seek support
 - Worry monsters in classrooms
 - Access to Place2Be services
 - Children with special educational needs represented within student leadership roles
 - If children feel they are being bullied, this is taken seriously and prompt action is taken. Children can use the worry monster, speak to an adult or use the QR code. Children can speak to SEN representatives on the Mini SLT.
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What equipment or resources do we use to give extra support?

We use a range of equipment to support pupils in class: writing slopes, pen grips, workstations, picture timetables, visual support for communication and/or countdown timers for pupils who need it.

We already have a wide range of equipment and resources at the academy. However, if we notice that your child needs a piece of equipment that we don't have, we have a small budget for buying such things.

We use ICT to provide interactive activities and visual media to support children in all areas of the curriculum.



Key SEND Staff in school

Our SENDco is:

Miss K Howarth

Email: Kobi.Howarth@oasistemple.org

Telephone: 0161 205 1932

What extra support do we bring in to help us meet special educational needs?

We buy in support from our **Educational Psychologist** who we have employed for 4 days per term. She may work with class teachers to develop their whole class teaching; assess individual pupils or provide staff training. If we would like your child to work with the Educational Psychologist, we will discuss this with you first and complete a referral form.

Play therapy / Counselling

We have employed a service called 'Place2be' who will support the children's social and emotional needs.

We have some support from **Speech and Language Therapists** (SaLT).

They work with us to provide training for staff, give advice on appropriate strategies to use and assess individual pupils. If we would like your child to work with a Speech and Language Therapist, we will discuss this with you first and complete a referral form.

We sometimes get support from Occupational therapy and Physiotherapy for pupils who need support with their motor skills (movement).



What other activities are available for pupils with special educational needs?

We have a number of **after school activities** for all pupils including those with special educational needs.

Pupils with special educational needs are always included in educational visits.

We choose visits that are accessible for all and comprehensive risk assessments are undertaken for every trip.



How do we prepare children with SEND for changes?

We find that lots of children cope well with the changes that are thrown at them on a daily basis at the Academy. However, we always like to prepare children as best we can for the times when they do need extra support.

We have admission meetings/home visits for all children coming into our **Nursery** where specific needs can be discussed.

We ensure that children with SEND, where needed, have a detailed transition plan as they **move from class to class**.

We work closely with the special educational needs coordinator (SENDCo) of a child's **previous school** if they join us part way through the year.

We work closely with the special educational needs coordinator (SENDCo) of the child's chosen **secondary school** to ensure the transition is as smooth as possible. Sometimes children like to see photos of their new school, key staff members and important places. We work closely with you, your child and the new school to help make this transition as smooth as it can possibly be.

Additional visits are arranged to the child's high school should they be required.



How does additional funding work?

Schools receive funding for all pupils with special educational needs and they contribute to very expensive items and targeted support.

If a pupil's Education and Health Care Plan 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.



Where can parents/carers get extra support?

We find that lots of children cope well with the changes that are thrown at them on a daily basis at the Academy. However, we always like to prepare children as best we can for the times when they do need extra support.

There are a number of parent support groups:

www.autism-care.com
www.family-action.org.uk
parents@manchester.gov.uk

Every local authority publishes a local offer informing parents of services available to them.

www.manchester.gov.uk



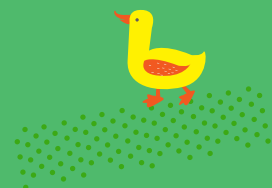
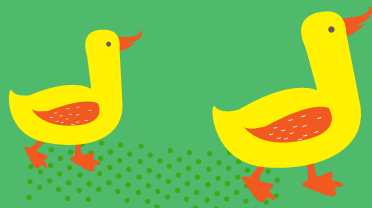
What can you do if you are not satisfied with a decision or what is happening?

Your views are important and it is important that people listen to them and that you are satisfied with what happens.

If you have a concern then the first point of contact is always the person responsible – this may be the class teacher, the SENDCo or the head teacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the head teacher then ask for the school governors representative.

The Information, Advice and Support (formerly parent partnership) can be contacted on:

parents@manchester.gov.uk







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