

# SEND Information Report

## 2023- 2024

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Name of SENDCo	Rachel Avon
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### What types of SEN do we provide for at Oasis Academy Brightstowe?

Oasis Academy Brightstowe prides itself on being an Inclusive academy with Inclusion at the heart of all that we do. We cater for students with a wide range of needs including:

- Cognition and Learning difficulties including Dyslexia and Dyscalculia.
- Communication and Interaction Difficulties including Autism
- Physical and Sensory Impairments
- Social, Emotional and Mental Health Needs including ADHD.

### What academy policies and procedures are in place for the identification and assessment of students with additional needs?

Oasis Academy Brightstowe has a robust and rigorous transition process. The SENDCo visits all of the feeder schools and meets with the SENDCo in every school, to gather detailed information about a child/young person's special educational needs. In the first term, all new Year 7s are assessed using NGRT which assesses their reading ages. The data from this assessment, as well as a child's SATs scores inform our adaptations, interventions, and support. When students join us during an academic year, information is sought from their previous provision and they will complete the NGRT and/or Reading Plus assessment. Throughout the academic year, the progress of all students is monitored regularly by subject teachers and the Senior Leadership Team. If parent/carers have concerns about their child/young person's progress or attainment, or

think their child/young person has SEND, they should make an appointment to see the SENDCo who will liaise with subject teachers where appropriate.

## **What are the aims of our provision with regard for pupils with Special Educational Needs and Disability?**

The aims of our policy and practice in relation to Special Educational Needs and Disability in this academy are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND.
- To use our best endeavours to secure Special Educational Needs and Disability provision for students for whom this is required, that is “additional to and different from” that provided within the adapted curriculum.
- To request, monitor and respond to parent/carers’ and students’ views in order to evidence high levels of confidence and partnership.
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals to meet the medical needs of students.
- To work in partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## **What are Special Educational Needs and/or a Disability (SEND)?**

At Oasis Academy Brightstowe we use the definition for SEND from the SEND Code of Practice (2015):

Special Educational Needs: “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:

A learning difficulty or disability 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions” (Department for Education and Department of Health, 2015, pp. 15 – 16).

Disability: “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’. This definition provides a relatively low threshold and

includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition" (Department for Education and Department of Health, 2015, p. 16).

The Code of Practice also underpins the support for students for whom there are barriers to learning; it has a clear system of support based on the principle concept of 'assess – plan – do – review'. This process ensures that we plan support for students based on accurate and on-going assessment of needs, impact of interventions and outcomes for the child.

The Code of Practice focuses on four key areas:

**Cognition and Learning** Diagnoses which fall under the Cognition and Learning category are: Dyslexia, Dyscalculia, Dysgraphia, Global Learning Delay, short-term working memory and a range of other additional learning needs which are classed as Specific Learning Difficulty (SpLD) and Moderate Learning Difficulty (MLD).

**Communication and Interaction** *Speech, language and communication* difficulties fall into this category which includes Autism and a range of expressive and receptive language issues which can affect a child's social skills.

**Social, Emotional and Mental Health** 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 Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD), anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

**Physical, Sensory and Medical** Students in this category may have a physical, sensory and/or medical need which is long-term and has a substantial adverse effect on their ability to carry out normal day-to-day activities. This category includes epilepsy, vision and hearing impairment, cerebral palsy and hypermobility syndrome.

## **What is the school's approach to teaching students with Special Educational Needs and Disabilities?**

At Oasis Academy Brightstowe we make appropriate provision based on their identified needs. However, not all children identified as having a disability will require this provision. Teachers are provided with pupil passports for all students with SEND so that they can adapt the learning within our curriculum to ensure that all pupils are able to make progress. Adaptation is planned for all groups and individuals according to need: for example, for a student with a visual impairment, all resources used in every lesson will be modified by a trained Teaching Assistant who liaises with all of the student's teachers. As a school we aim for all students to access the curriculum through the Wave 1 provision which is through Quality First Teaching and adaptation in the classroom. Students can then be placed on Wave 2 if they need additional intervention in place and Wave 3 if they need an additional highly personalised intervention.

## **What is an Education Health and Care Plan (EHCP)?**

For a student to be eligible for an EHCP they will have been identified as having a severe need of individual or small group teaching (Wave 3 Intervention), which cannot be provided from the school's current resources.

## **How does the school make provision for students with additional needs (with or without an EHCP)?**

In the first instance, our highly skilled teaching staff ensure that all work is appropriately adapted. If additional support is required, targeted interventions are offered and evaluated termly. Key workers are allocated to students with needs that cannot be met by teaching and intervention alone. Students on the SEND register have a pupil passport which is created collaboratively with them and, where possible, their parents; the pupil passport details the best ways to meet their needs across a range of subjects. The pupil passport outlines what they would like the teachers to know about them, explains what they find difficult, identifies key strategies to use with the student in the classroom and describes the type of support the student is receiving. Further to this, staff are made aware of these needs and learning forums and continued professional development deal with specific cases such as autism, trauma, dyslexia and dyscalculia. Where possible, we invite parents in to talk to staff as, we believe they are the "expert" on their child. Our teaching assistants manage the needs of these students, ensuring that staff are informed of appropriate strategies. They liaise regularly with parents/cares and support groups.

Some students may need some additional specific help with literacy, therefore they may be withdrawn from some lessons to improve their reading levels; we avoid withdrawing students from the same lesson for

extended periods of time where possible. Student progress is evaluated three times a year. Data gathered from all teaching and intervention staff provides a clear picture about progress being made. We use this information to further inform what we do to support students. Also, additional data can be called for at any point during the academic year. In addition to quantitative data, we use qualitative data to judge the impact of what we do. For example, we use student questionnaires and forums to find out how they feel about the support they are getting. Our key workers liaise regularly with parents. Outside agencies or the local authority can be called to help us evaluate impact. This data is shared during whole cohort parents evenings and reports inline with the whole school feedback policy.

In addition to these reporting periods, we offer SEND coffee mornings and drop in sessions each half term and the SENDCo attends all parent consultation evenings. The SENDCo and the SEND Team regularly meet with parents, carers and students throughout the year, in addition to the formal opportunities.

As a school we follow the following process:

- Assess: identifying the child's needs
- Plan: agreeing the support and intervention needed to meet the child's agreed outcomes
- Do: high quality effective teaching in the classroom plus targeted support where needed
- Review: evaluating the effectiveness of the provision and agreeing any changes needed

## **Provision for students with Special Educational Needs and Disability**

### **What is the provision we can offer?**

- Fresh Start – a reading intervention which is a phonics based programme that focuses on students who have a reading age below 8 years and 0 months when they join Year 7.
- Reading intervention
- Spelling intervention
- Numeracy intervention
- Social skills
- Touch-typing intervention
- 1:1 mentoring
- English as an Additional Language (EAL)
- Break and lunch club
- Emotional regulation

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- ELSA (Emotional Literacy Support Assistant)
- Speech and Language Intervention

### **What is the impact of the provision we can offer?**

- Fresh Start – most students make accelerated reading progress and move on to the reading intervention.
- Reading Plus intervention – most students are above functional reading level which is 9 years and 11 months when completing this intervention.
- Spelling intervention – most students are above functional spelling level which is 9 years and 11 months when completing this intervention.
- Numeracy intervention – this focuses on the basic skills they need in maths lessons and is taught in a dyscalculia friendly way.
- Social skills – all students develop a better awareness of social cues and increase resilience to deal with every day social situations.
- Touch-typing intervention – increases a student's typing speed and accuracy.
- 1:1 mentoring – this increases meta cognitive (learning to learn) skills and helps students to deal with emotional worries. Also it teaches them to be independent and more resilient.
- English as an Additional Language – aids students' awareness of English and key vocabulary.
- ELSA (Emotional Literacy Support Assistant) – these individual or group sessions develop students emotional resilience.
- The Speech and Language intervention was created by a speech and language therapist which focuses on developing children's receptive and expressive language.

### **How is intervention/support monitored and evaluated?**

All students who have intervention for literacy are assessed at the beginning of the intervention. When students have completed the intervention they will be tested again using the same test and if improvements have been made they will then continue to receive wave 1 support from their class teachers. The termly Assessment Point (AP) data is analysed by the SENDCo to check that all interventions are effective. Parent/carers are informed during parents evenings and through conversations if there are concerns about the progress being made in intervention sessions.



## **How does the school assess and review the progress of students with Special Educational Need?**

The progress of students with SEND will be assessed and reviewed throughout the academic year. There are assessment points throughout the academic year and strengths as well as areas requiring further development will be identified for all students. All students who have an EHCP will have a Individual Development Plan (IDP) which is reviewed during their annual review. This shows what support they are having and the expected outcomes of this support. Students with an Education, Health Care Plan have an Annual Review which is attended by parents/carers, the SENDCo/SEND Team and any relevant staff from outside agencies. The students' progress is discussed, reviewed and new targets are set so that progression continues. Each year reports will be submitted by outside agencies working with individual students e.g. Speech and language therapists and Physiotherapist, etc

## **How does the academy adapt the curriculum and learning environment for pupils with additional needs?**

When a student has an additional need, we make reasonable adjustments to meet their needs. This can either be an adaptation of existing structures or may be informed by relevant assessments. This may involve the appropriate outside agencies who are able to recommend any adaptations we need to make, and to support our staff in doing so. Dyslexic students and those that suffer from Irlen Syndrome (visual stress) are provided with the correct coloured overlays and worksheets and work booklets are printed on buff coloured paper. As students have access to their individual iPad, resources can accessed on them and screen filters can be applied. As universal provision, all presentation in class are dual coded, size 18 font, on a yellow background and double spaced in line with the British Dyslexia Association advice.

## **Access Arrangements:**

Some students with additional needs will require Access Arrangements in order to access tasks in lessons and their GCSEs. This is to make it fair for all students and to remove any disadvantages they may have to make progress and achieve. However, Examination Access Arrangements must reflect the child's normal way of working in a lesson and an assessor will need to assess their skills to identify if they are entitled to any in line with the JCQ Guidelines. If the reasons for Examination Access Arrangement are medical, then the parent and student must provide evidence from their doctor/consultant to support their application.

There are a range of Examination Access Arrangements which reflect the individual needs of students, these include:

- Extra time granted for the completion of exams (25%)

- Reader
- Word-processor
- Small group
- Modified paper

## **What additional support for learning is available to students with additional needs?**

We believe that all learners should be equally valued in the academy and strive to eliminate prejudice and discrimination through our ethos of:

- A passion to include
- A desire to treat people equally respecting differences
- A commitment to healthy, open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

To ensure that our commitment to Inclusion is achieved we offer a wide variety of provision:

1. A qualified and suitably experienced SENDCO
2. Training and guidance for staff
3. Support for Parents/Carers
4. Identified strategies and intervention groups
5. Teaching Assistants who are trained to respond to specific needs
6. Social Skills groups
7. Provision detailed in EHCP's
8. Partnership working with external agencies as appropriate

Furthermore, screening takes place if a concern of a student has been raised with the SENDCo. Student data is analysed in Year 7 (Key Stage 2 data, reading and spelling ages) to inform us. Those students who are below their chronological age or have not met expected progress are identified and will access interventions. Other interventions are identified through lesson observations by the SEND staff. Students with specific additional needs may receive some additional support from an adult in the classroom.



## **What activities are available for students with additional needs in addition to those available in accordance with the curriculum?**

The school offers a wide variety of trips, activities and after school activities. Any student with additional needs is very welcome to attend these. Consideration will be given to all requests and risk assessments will be carried out.

## **What support is available for improving the emotional and social development of students with additional needs?**

The school has a robust pastoral system to support all students with conduct. Where the Heads of Year or Deputy Heads of Year identify that an additional emotional and social support is required, they work with the Inclusion team to consider next steps on the graduated approach. There is a safeguarding team and clear policies and training for all staff around these issues. Where students need support with their social development, the SEND Team offer small group and 1:1 targeted social skills sessions and mentoring. These sessions aim to support improved interaction skills, emotional resilience and well-being. The wellbeing of all of our students is a primary concern at Oasis Academy Brightstowe. Our Oasis Academy Brightstowe Behaviour Management Policy is based upon relational principles and includes ensuring guidance on expectations, rewards and sanctions so that it is fully understood and followed by staff. All staff have been trained in using a PACE approach when interacting and supporting our students in line with trauma informed practice.

## **Who will be co-ordinating the support for my child at Oasis Academy Brightstowe?**

Rachel Avon (Assistant Principal for Inclusion and SENDCO) and all support is ultimately coordinated through her. In addition to this, there are two Deputy Inclusion Leads: Mrs Sarah Wright and Miss Beth Cleeter.

## **What are the in-school expertise and training staff have undertaken?**

Continual Professional Development training is high priority at Oasis Academy Brightstowe. Teachers and TAs receive weekly professional development training on all aspects of their role, curriculum, behaviour management and meeting the needs of students with SEND. Where necessary specific training is put in place to meet the needs of individuals or groups of young people.

## **What specialist services and expertise are available at or accessed by Oasis Academy Brightstowe? •**

### SENDCo

- Teaching Assistants
- Educational Psychologist
- Examination Access Arrangements Assessor
- Lego Therapy
- Thrive Practitioner Services
- Hearing Impairment Specialist Support
- Visual Impairment Specialist Support Services provided by the Health Services
- Bristol Autism Team
- Child and Adolescent Mental Health Services (CAMHs)
- Community Paediatrics
- Primary Mental Health Services (PMHS)
- School Nurse Service

## **How will equipment and facilities to support children and young people with SEND be secured?**

Oasis Academy Brightstowe is fully wheelchair accessible and there two access toilets across the school with emergency pull cords. There is a lift available for use where appropriate. There are specific car parking spaces at all of the entrance. We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve accessibility of our environment to meet individual needs. Our policies and practices adhere to The Equality Act 2010. The academy is wheelchair accessible with access parking bays and the appropriate changing and toilet facilities. Equipment is provided and adaptations are made for individuals as they join the academy. We work with the appropriate services to ensure that adaptations are fit for purpose. At every step, we include the family and the student as we make decisions. All staff complete basic Manual Handling trained and further training is provided if needed. The Inclusion area has a refocus room and this allows SEND students to have a space to themselves and thus be able to return to their lessons once they are regulated.

## **How will parents and carers of children with additional needs be consulted about, and involved in, the education of their children?**

.Parent/carers receive Academy reports every year and have the opportunity to attend one formal Parent's Evening where they can meet with all of their child's teachers. The SENDCo attends all parents evening and parents/carers are able to book an individual slot to discuss their child. Furthermore, parents who want

weekly contact with the SEND team tend to prefer e-mail. However, the SEND team are also happy to have regular phone contact. A number of parents have got involved in SEND and supporting other parents. This is something that we encourage.

Students with an Education Health Care Plan have an Annual Review which is attended by parents/carers, the SENDCo and any relevant staff from outside agencies. The students' progress is discussed, reviewed and new targets are set to ensure advancement continues. Furthermore, the academy hosts an open evening, an open morning, annual parents' evenings and information evenings. In addition to this, there is a robust transition program for Year 6 students, with additional transition days and meetings with parents/carers for those identified as having additional needs. The SEND team meet all students with needs prior to them starting at Oasis Academy Brightstowe.

### **How will children and young people with additional needs be consulted about, and involved in, their education?**

Students are invited to become involved in school-life through a number of means. For example, becoming a member of the student voice and attending school events throughout the academic year. Students discuss their progress regularly with class teachers and tutors. This enables students to understand the progress they are making and set targets to improve. All students on the SEND register co-create a pupil passport which is shared with staff. All students receiving support and intervention take part in the annual "Student Voice".

### **What are the arrangements made by the governing body relating to the treatment of complaints from parents of students with additional needs concerning the provision made at the school?**

If a parent/carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCo, Rachel Avon (Assistant Principal and SENDCO). If there is no resolution here (which there most often is) then the complaints procedure should be followed. This can be found on the academy's website.

### **How does the school or governing body involve health/social services, LA support services, and others in meeting the needs of students with Special Educational Needs and their families?**

The SENDCo and the Inclusion Panels meet and discuss the needs of individual students. The SENDCo and Safeguarding team can make referrals to a wide range of outside agencies in order to support the specific needs of students under their duty of care. If the assessment of a student's needs identifies something that is

significantly different to what is usually available, the Local Authority may contribute more funding via an application of Top-Up funding. The SEND Code of Practice: 0 – 25 years, an Education Health Care Plan may identify that additional support and an additional budget is required. Parents and students views on provision and intervention are sought. When students move into Key Stage 4 they are assessed for exam dispensation where necessary to ensure they are able to access exams, this is carried out by an assessor who is qualified to undertake these assessments. Examination invigilators are employed to work in 1:1 or in smaller room settings in order to allow access to scribes and readers where necessary. In Year 11 the SENDCo will liaise with appropriate outside sources to ensure appropriate provision for those students who will need support to transfer to college placements, work placements or Post 16 provision. Students and parent/carers are also involved in these conversations and the views of students form the basis of provision offered.

### **What do we offer for the transition to secondary school?**

There is an Open Evening held in Term 1 for perspective parents/carers and students to come and have a look around the school and meet staff. When students have been offered their places, the SENDCo contacts the feeder schools to find out if there are any students transitioning from Year 6 to Year 7 with identified SEND and arranges a meeting to discuss their needs and gather as much key information as possible. In Term 6, we hold a transition day for the students to come and experience a day in the school with a welcome talk in the evening. However, extra transition visits can be organised with the SEND team if needed.

### **What are the academy's arrangements for supporting students with additional needs in transferring between phases of education or in preparing for adulthood and independent living?**

We have an induction programme in place for welcoming all new students. We have good relationships with our feeder primary schools; the SENDCo attends transition meetings to all feeder primary schools in Year 6, where we share information to support students' learning and well-being at transition. Personalised transition programmes are developed for students that will benefit from this additional support which includes additional visits and multi-professional meetings. In Year 11 all students have access to careers guidance and support and in making decisions around Post 16 education to ensure a smooth transition into post 16 education. Further support is provided as necessary for those students and families with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified students. All information is shared and passed on to their new educational provider.

## Where is the Local Authority's Offer published?

The Local Authority Offer can be found on the Bristol website: SEND Local Offer ([bristol.gov.uk](http://bristol.gov.uk)).

## Glossary

**Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams

**Annual review** – an annual meeting to review the provision in a pupil's EHC plan

**Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

**CAMHS** – child and adolescent mental health services

**Differentiation** – when teachers adapt how they teach in response to a pupil's needs

**EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

**EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

**First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

**Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

**Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

**Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

**Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

**Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

**SENCO** – the special educational needs co-ordinator

**SEN** – special educational needs

**SEND** – special educational needs and disabilities

**SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

**SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN

**SEN support** – special educational provision which meets the needs of pupils with SEN

**Transition** – when a pupil moves between years, phases, schools or institutions or life stages

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