



OAMR Special Educational Needs and Disabilities (SEND)

2024-2025

The SEND Team



Mrs Blackwell is the SENDCo and the Assistant Principal for Inclusion.



The deputy SENDCo's name is Ms Preece. We also have a SEN TA called Mrs Lucas.



Mrs Blackwell has an undergraduate degree in Psychology, a PGCE, a National Award in Special Educational Needs (NASenco) and an NPQSL (qualification in senior leadership).



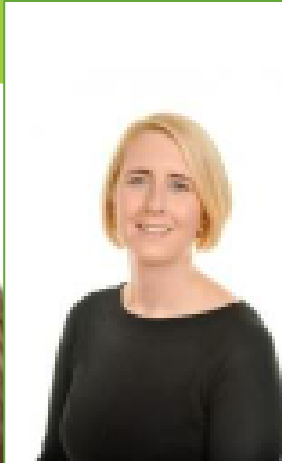
Ms Preece also has an undergraduate degree in Psychology and will undertake her NPQ SEN shortly.



To book a meeting please contact the office on: 0117 3126500.



To directly email Mrs. Blackwell and Ms Preece use the address sendco@oasismarksburyroad.org



Mrs Lucas



Ms Preece



Mrs Blackwell

How do we support Inclusion?

OAMR works in line with Oasis Community Learning (OCL) to promote inclusion. OCL believes that all children and young people should be equally valued and therefore we will do all we can do to promote equality of opportunity and outcomes, and to help develop a learning environment where all children and young people can flourish and feel safe.

All young people should have access to a broad, balanced and relevant curriculum, with teaching and learning strategies that maximise achievement and prevent failure by removing barriers to learning and providing access to a wide range of learning challenges. All children are included in clubs and school trips where possible. I-pads for all children is a measure which we have found to be pro-active for inclusion.

In a further commitment to inclusion, OAMR also:

- Take part in anti-bullying week annually.
- Celebrate all learners in celebration assemblies.
- Support other awareness days/weeks (Autism, Dyslexia etc), where possible.
- Promote the 9 Oasis Habits at all times.
- Reward children for both progress, effort, achievement and those who show the nine habits, regardless of achievement.



Staff Expertise

- **The below are some of the ways we ensure all teachers are teachers of SEND at OAMR:**
- Teacher Meetings once termly have a SEND Focus.
- The SENDCo conducts termly learning walks to monitor the provision of children with SEND and support staff accordingly.
- Subject Leaders have a section of their subject leader files on how to support students with SEND in each subject and support staff with this.
- The SENDCo supports staff to create children's BSP's and to update EHCP slides in Showbie.
- Where needed the SENDCo can source additional training for staff and runs weekly TA meetings to support staff.
- Coaching is available weekly or bi-weekly for all teachers which focuses on high quality teaching for all.
- All staff have access to professional development on SEND via the Oasis Zone.

Categories of Need

The SEND Code of Practice 2014/2015 does not assume that there are hard and fast categories of SEN. It recognises that children's needs and requirements fall into four broad areas which can be seen below. At OAMR, where our setting can meet a child's needs, we provide support for children across all areas.



Communication
and Interaction



Cognition and
Learning



Social Emotional
and Mental Health



Sensory and
Physical

Approach to Learning and Teaching

- We believe that High Quality Teaching and good relationships are the corner stone for progress and so interventions are used only when necessary. We believe all children should be in their class, as part of their class unit as much as possible.
- Where children need additional support in some or all of the four areas of need in class, teachers make adaptations to the OCL curriculum. We call this **adaptive teaching**.
- Teachers are also aware of how children are progressing within and across lessons and respond to meet need. We call this **responsive teaching**.
- For a few children, who are working more than a key stage below their chronological age, personal adaptations may need to be made to the curriculum using BOATS (Birmingham Oasis Assessment Toolkits). BOATS allow us to assess for small steps in progress and therefore plan a **personalised curriculum** to support progress. Many of these children will have or may in future have an EHCP.
- For other children, physical adaptations may need to be made to their environment such as work-stations, time at the regulation station or move n sit cushions.
- Staff use the Ordinarily Available Provision Document created by Bristol City Council to audit what adjustments they can make to support a child's individual needs (see links to the end of this document) as well as our Oasis Way SEND Guide.

Horizons Curriculum and Inclusion

- All children at OAMR have access to an i-pad at home and school.
- This ensures all learning slides are right in-front of children – proven effective for children with specific learning difficulties
- Some interventions children can complete on their i-pads such as NESSY – promoting independence.
- Children can be sent ‘help decks’ of slides to access for further support.
- Staff are able to add BOATs tasks to slides for children.
- Children can adjust the text size and colour of their screen without the need for different glasses lenses and/or paper.
- Staff can leave voice notes for children and children can leave voice notes for staff where writing is a barrier to success
- These are just some of the ways our curriculum can be enabling for so many.



Identification of Need

When children join the academy if they are on the SEND register at their previous school/nursery/pre-school they will join the SEND register at OAMR (K code). Those with an EHCP will also join the SEN register on entry.

On admission, where a parent indicates their child has SEND needs on their admission form, the SENDCo or Deputy will contact the parent within three weeks of starting to arrange a meeting. Where children are moving from nursery/pre-school the SENDCo and a member of the early years team will meet with parents and staff from the previous setting to ensure continuity.

If a child starts school without a SEND need but a staff member has any concerns, then they will complete an Assess, Do, Review Form and complete one six-week cycle of support for that child. After six weeks this is reviewed by the SENDCO and with parents. After three six-week cycles of assess, plan, do, review, a meeting is held to assess if that child **needs different from and additional too provision** indicating a need to be added to the SEND register.

In addition to Assess, Plan, Do, Review Forms Academy regularly gathers information about every child's progress, alongside national data and expectations of progress/academic data is updated three times a year. Progress which is: significantly slower than that of their peers starting from the same baseline; fails to match or better the student's previous rate of progress or fails to close the attainment gap may indicate that that child has a SEN.

Additional screeners may also be used to not only assess academic progress but also social progress as well as qualitative assessments from parents/carers. These screeners such as BOXALL Profiles, Dyslexia Screeners and Speech and Language Checklists may also indicate if a child has SEN.

Not all children with a diagnosis may be on the SEND register. Children must be receiving different from and additional to provision above what is ordinarily available to all children to be added. Children may be placed on a 'vulnerable learners' list if they do not meet criteria for SEND, have been removed from the SEND list or if school staff need to carefully monitor their progress.

Assess, Plan, Do, Review Process

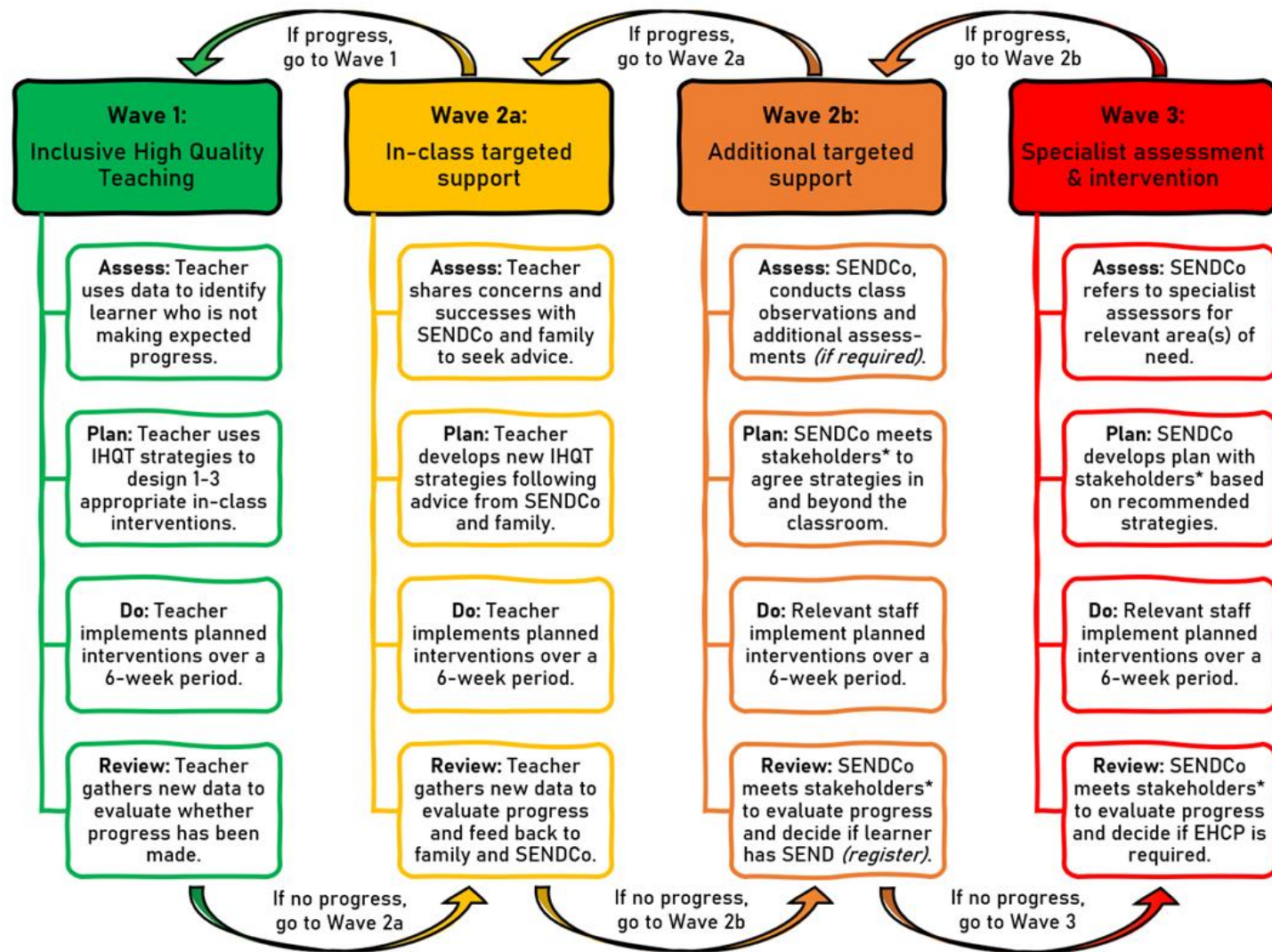


The Oasis Way Graduated Response:

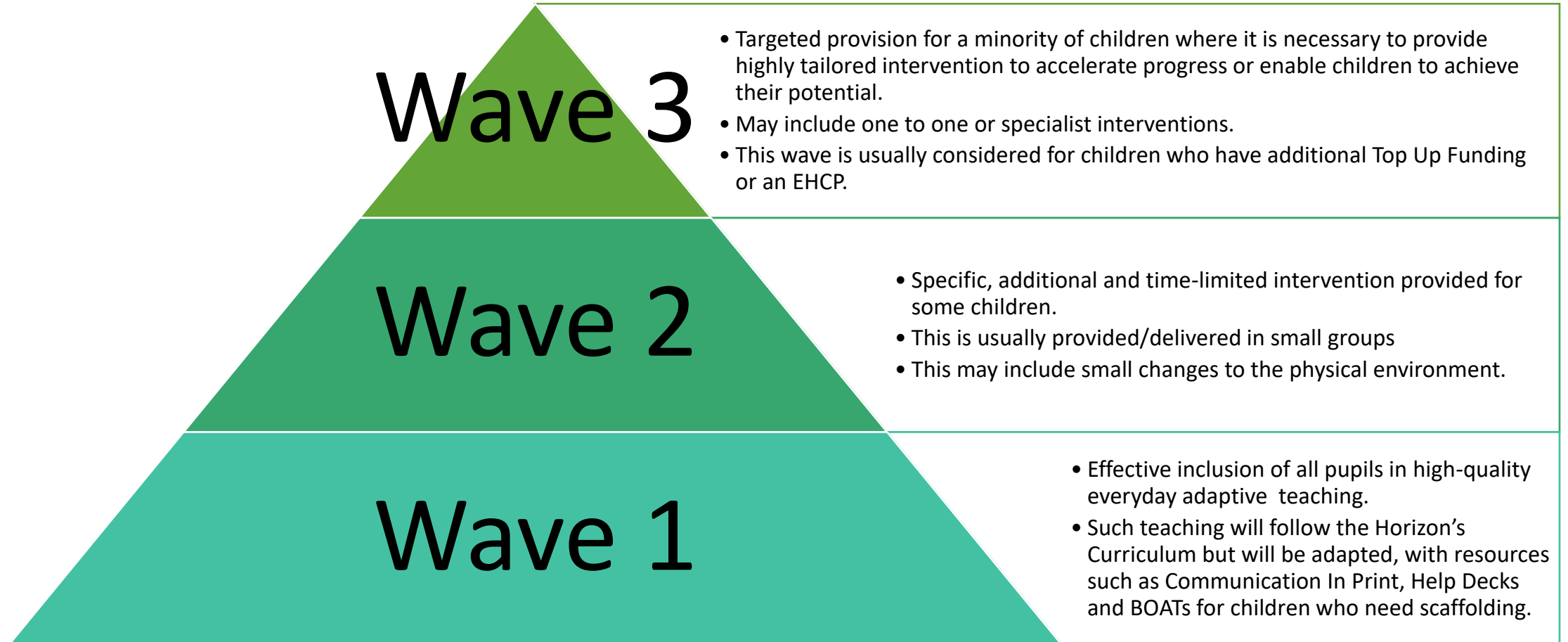
- Assess
- Plan
- Do
- Review

***Stakeholders include:**

- Learner
- Family
- Key teacher(s)
- Support staff



Wave 1, Wave 2 and Wave 3 Support



Communication and Interaction Support at OAMR



COMMUNICATION AND INTERACTION

- Writing working walls using the same colours used in the writing curriculum (Write Stuff).
- Now/Next board
- Social stories
- Signature strategies for Quality First Teaching using Bristol's ordinary available provision.
- Structured school and class routines
- Adapted planning/resources.
- Increased visual aids and use of symbols.
- Visual timetables
- Clear, unambiguous language
- Key vocabulary taught in lessons.
- Additional use of ICT to support the curriculum.
- Facing child when giving chunked instructions
- Pre-teach / over-teach vocabulary.
- Repeating questions back to pupils
- Thinking time
- Step-by-step instructions written down.
- Differentiation strategies to scaffold thinking: sentence starters, writing frames, etc.
- Word Banks

- Bucket time
- Neli in Reception
- Colourful Semantics
- Transition groups
- Speech sound work
- Social skills group
- Speaking and listening group
- Speech and Language planned programme
- Lego therapy
- Social stories
- Narrative Therapy Group
- Additional Phonics Group with class TA
- BOATS objectives used to adapt lessons.

- Speech and Language Assessment of pupils, direct work with school staff, delivering whole school training, organising interventions, in class observations through SIRONA speech and language team.
- Autism Outreach (Bristol Autism Team): Direct work with school staff, delivering specific training, in class observations of pupil.
- Educational Psychologist: In school observations, direct work with pupils, supporting school staff, delivering whole school training
- A block of therapy from NHS Speech Therapy: Assessment of pupils, direct work with school staff, delivering whole school training, organising interventions, in class observations
- Personalised Timetable

Cognition and Learning Support at OAMR



COGNITION AND LEARNING

- Task planner/checklist
- Phonics Fairy Sound Mats
- Alphabet/number strip stuck to tables.
- Phoneme frame/charts stuck to the desk.
- Effective use of resources (Numicom, dienes) etc
- Use of word mats
- Use of brain breaks
- Flexile seating/grouping.
- Pre-teaching of key concepts and language to support progress.
- Differentiation strategies: mind map opportunities, sentence starters, writing frames, etc.
- Repeating and chunking instructions
- Providing thinking time
- Regular assessment & tracking of pupil progress
- Use of a range of resources to support (concrete objects, images, sequencing, etc.)
- Minimal copying from the board
- Stimulating & supportive learning environment
- Cloze procedures used to support memory.
- Dyslexic friendly strategies to support learning (e.g., coloured overlay, easier to access font)
- High quality modelling and use of good examples to aid memory and support expectations
- High quality 'on the spot feedback' and corrective teaching to ensure all children make progress.
- Hinge questions to assess progress in lessons and support those who need immediate support.
- Exit tickets at the end of lessons to assess who will need further support.

- Teacher targeted interventions.
- Additional small group Phonics.
- 1:1 and small group numeracy support
- Support teacher training in specific interventions and strategies.
- ICT to support recording and learning.
- Precision teaching
- Multi-sensory spelling programme: Toe by toe
- Explicit teaching of keyboard skills
- SNIP Precision Teach Spelling Programme.
- Plus, One/Two Maths Programme
- Clicker word processor including the use of clicker sentence stems.
- Targeted/regular Post/Pre teaching
- Task Boards
- Use of specialist equipment (pencil grips, coloured overlays, reading rulers, sloping boards)
- NESSY
- Help Decks on the i-pad.
- BOATS objectives in lessons.
- Individual workstations.

- Occupational Therapist: In school observations, OT programme, supporting school staff.
- Educational Psychologist: In school observations, direct work with pupils, supporting school staff, delivering whole school training.
- Catch Up Literacy
- Catch Up Numeracy
- TA support in lessons (KS1)
- 1:1 support used flexibly, for short periods, where specified on EHCP's or high needs funding requests.
- Personalised Timetable

Sensory and Physical Support at OAMR



| SENSORY AND PHYSICAL | | |
|--|--|---|
| <ul style="list-style-type: none"> • Highlighted lines to support effective transcription. • Presentation expectations (handwriting and book layout) in all lessons • PE to incorporate gross and fine motor skills practice in curriculum. • Natural light where possible • Tidy, quiet classrooms that allow ease of movement. • Real life sensory experiences built into planning and the curriculum. • Regulation stations easily available in all classrooms. • Adaptations provided in the Ordinarily Available Document. • Fine motor skill activities • Additional movement breaks • Classrooms have age-appropriate furniture and environments. • Visual prompts, pictures and ICT used. • High quality resources are readily available, organised to enable independence. • Flexible Groupings | <ul style="list-style-type: none"> • Fine motor skills programme • Care and accessibility plan written, parents in agreement and have own copy, and all necessary staff informed. • Ear defenders and other sensory supports provided. • Additional handwriting practice • Necessary consideration given to any physical apparatus/equipment necessary to aid learning / movement/ independence. • Writing slope • Fiddle toys/sensory box • Coloured overlays • Hearing aid support • Change of font size • Pen/pencil grips available • Adaptions to the classroom (when appropriate) • Weighted cushions • SEND PE sessions. • Individual Workstations • Sensory Checklists | <ul style="list-style-type: none"> • Intimate care plan created and implemented. • Hearing and Visual Impairment team: 1:1 direct work supporting school staff, delivering training. • Support from school nurse • Occupational Therapist: In school observations, OT programme, supporting school staff. • Educational Psychologist: In school observations, direct work with pupils, supporting school staff, delivering whole school training. • School nurse meetings and assessment • Risk assessments for specialist equipment |

Social, Emotional and Mental Health Support at OAMR



| SOCIAL, EMOTIONAL AND MENTAL HEALTH | | |
|--|---|--|
| <ul style="list-style-type: none"> • Zones of regulation • Consistent application of relational behaviour policy/The Oasis Way. • Development of all children through of statement of intent and the three C's (character, competency, and community). • Class teacher monitoring/check ins. • PSHE curriculum • Attendance monitored by school and if necessary, support from the Education Welfare Officer (EWO) • Regulation stations easily available in every classroom. • Personalised reward chart or hole punch card. • Positive and negative phone calls home • Restorative conversations • Parent meetings • Oasis Offer for all children to experience trips/experiences and access to music lessons. • 9 habits used throughout the school. • Class visual timetables • Positive touch • Praise and high expectations • Whole School Celebration Assemblies weekly. • Academy Student Leadership Opportunities | <ul style="list-style-type: none"> • Sanctuary lunchtime club • Planned break/lunchtime arrangements. • Social skills group • Starving the anxiety Gremlin intervention • Life skills Group • Lego Therapy • Zones of Regulation targeted intervention and behaviour plans. • Growing Hope Grief and Loss Group • Low level CBT from our MHST (mental health support teacher). • Comic Book Conversations • Morning meet and greets. • KS1 and KS2 breakfast clubs. | <ul style="list-style-type: none"> • Alternative Provision (Lansdown Primary): In class observations, direct work with pupil 1:1, direct work with school staff • Educational Psychologist: In school observations, direct work with pupils, supporting school staff, delivering whole school training. • Early help: Supporting the family and young person, directing to other support services. • Child and Adolescent Mental Health Services (CAMHS) referral and PMHS (Primary Mental Health Specialist) referral. • 1:1 support used flexibly, for short periods, where specified on EHCP's or high needs funding requests. • Personalised Timetable • Risk assessments |

How is Provision Monitored?



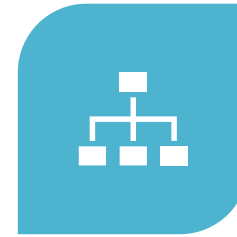
SEND PROVISION IS PRIMARILY MONITORED BY THE SENDCO



THIS IS DURING BI-WEEKLY LEARNING WALKS AND CHECKING OF BSP'S/DATA/MEETINGS ETC



PROVISION IS ALSO MONITORED BY OCL REGIONAL DIRECTOR WHO ACTS AS THE SEND GOVERNOR.



PROVISION IS MONITORED AND EVALUATED TERMLY BY THE SENIOR LEADERSHIP TEAM AND ADJUSTMENTS MADE WHERE NECESSARY.



PARENTS OF CHILDREN WHO HAVE SEND ARE ALSO INVITED IN FOR MEETINGS ONCE A TERM TO REVIEW PROGRESS AND TARGETS ON CHILDREN'S BSP'S (3X PER YEAR).

How is Progress Assessed?

- The majority of children's progress will be monitored against the national curriculum using Head-Start, Star Reader and other in year Assessments including GLD, Phonics Check, SATs and the multiplication Check.
- Children working a key stage below their peers may also have progress monitored using BOATS.
- All children's progress is monitored by at least termly pupil progress meetings with teachers and senior leaders.
- Children with EHCP's have EHCP's uploaded onto Showbie and progress towards these targets is collected termly. Progress towards EHCP targets is reviewed 3x per year, one of these being during an annual review.
- Children's progress towards targets set on their Bristol Support plans are monitored 3x per year as part of the APDR cycle.

What Outside Agencies can support?

At OAMR the below are outside agency's the school may use to support a child:

| | | | | | | | | |
|--|-----------------------------------|--|--------------------------|--------------|----------------------------|--|------------------------------|---|
| Traded speech and language services (SIRONA) | Core speech and language services | North Star Outreach behaviouralist specialists | Educational Psychologist | School Nurse | ERIC Incontinence Services | Occupational Therapists and Physiotherapists | Mental Health Support Worker | Primary Mental Health Specialists (CAHMS) |
|--|-----------------------------------|--|--------------------------|--------------|----------------------------|--|------------------------------|---|



Referrals need to be made for children to be supported by any of the above professionals by the SENDCo. For professionals in the health sector (OT, Physio Paediatrics etc) a GP or health visitor may also refer a child. Outside agency's may not always work directly with children, they may also provide guidance for staff.

How are children prepared for transitions?

- Before transitions between classes teachers prepare a booklet for transition including all children levels and notes on individual children.
- The SENDCo meets with all staff and teachers meet with new teachers to ensure all children's information is handed up.
- Bristol Support Plans move up to the new teacher with the child to ensure continuity in provision (new targets are added per year).
- Transition meetings are held in the first term of the new school term to update the Bristol Support Plan.
- All children receive a timeline of transition detailing when they find out their new class; meet their new teacher; visit their new room etc.
- Personalised pathways of transition are created for children who need it with more bespoke transition opportunities.
- All children receive a transition social story with pictures of their new classroom, teacher, TA (where there is TA in that year group)
- When children are moving to Year 7 Secondary Schools will often arrange additional visit to the school. Secondary Schools also often arrange to come and meet with pupils with SEND. All relevant paperwork will be sent by the SENDCo to the receiving Secondary School.
- For children who may struggle more than their peers with the transition to secondary school small transition groups with mental support worker Lucy are used to provide support. These also run over summer.

How are children prepared socially and emotionally for the world we live in?

- **The OCL curriculum is underpinned by three C's :**
 - Character
 - Competence
 - Community
- Development of the three C's is woven throughout the curriculum to develop children socially and emotionally so they can explore who they are, who they are becoming, how to relate to others and feel a sense of belonging.
- For some children, who need more support than the curriculum provides, we have a KS1 and KS2 Social Time Group focused on developing character and social skills.
- We also provide a Sanctuary Lunch Club for some children who struggle socially at lunchtime.
- The Academy is also committed to training two ELSA (Literacy Support Assistants) this academic year who hope to start work with some children in the Summer Terms.
- For children who need more bespoke support (Wave Three) we have access to a low-level CBT Practitioner called Lucy (Mental Health Support worker) who can support two children termly and some children may be referred to our Oasis Mental Health Team should need meet threshold.

How are parents involved?

1

As parents, if your child is on the SEND register you will be invited into school three times per year to review targets on your child's EHCP or BSP. This meeting will be with the class teacher and often the SENDCO or Deputy.

2

Prior to this meeting Support Plans will be sent home so you have an opportunity to comment on these and evaluate progress in the meeting. Your child's voice will also be captured on their plan.

3

If your child is undergoing the Asses, Plan, Do, Review Process you will be informed by their class teacher and invited for a meeting after the first 6-week cycle. You will also be invited for a meeting after every cycle and consulted at the end of three cycles if they may need to be added to the SEND register.

4

If you have any concerns, comments or commendations about your child's provision you can contact the SENDCO (sendco@oasismarksburyroad.org) email anytime. Responses are usually within one working week.

5

You will also receive a SEND newsletter termly and SEND Coffee Mornings run once every long term to meet other parents as ask any questions of the SENDCo.

6

You know your child best, so we always welcome any feedback, praise or supportive comments.

The Local Offer

- The Bristol Local Offer has information about where to access support and guidance if your child has SEND.
- <https://www.bristol.gov.uk/bristol-local-offer>



Useful Links

- All academy policies can be accessed through the OAMR website. The OCL contextualised SEND Policy can be found in the SEND section of the website.
<https://www.oasisacademymarksburyroad.org/curriculum/special-educational-needs-and-disabilities>

- Termly SEND newsletters can be found in the SEND section of the academy website and are also emailed home in the last week of every term.

External Agency Links

- There are many organisations which are able to provide advice for parents about special educational needs and school related issues.
- The Advisory Centre for Education provides advice for parents about a wide range of school issues.
<https://helplines.org/helplines/advisory-centre-for-education-ace/>
- The Department for Children Schools and Families (DCSF) provides lots of helpful information for parents
<https://www.gov.uk/government/organisations/department-for-children-schools-and-families>
- Supportive parents for special children is a local independent parent partnership service which provides crucial advice and support to parents of children with special educational needs.
<http://www.supportiveparents.org.uk/>
- Special Needs Jungle has a wealth of advice on a number of special educational needs as well articles of special needs laws <https://www.specialneedsjungle.com/>
- The National Autistic Society has a wealth of information to support children with autism and their families
<http://www.autism.org.uk/>

Complaints Procedure

- Any complaints should follow OAMR's complaints procedure. A link to this procedure can be found here:
<http://www.oasisacademymarksburyroad.org/content/complaints-procedure-2>