



September 2022-September 2023

OAMR Special Educational Needs and Disabilities (SEND)

Information Report

Last Updated: 23/09/2021



Who is the Special Educational Needs Co-coordinator?

The SENDCO at OAMR is Mrs Blackwell . She is the Assistant Principle for Inclusion. 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).

Mrs Blackwell is available for meetings on Monday, Tuesday or Wednesday.

Appointments can be made via the school office.

The office is contactable on: **0117 3126500**.

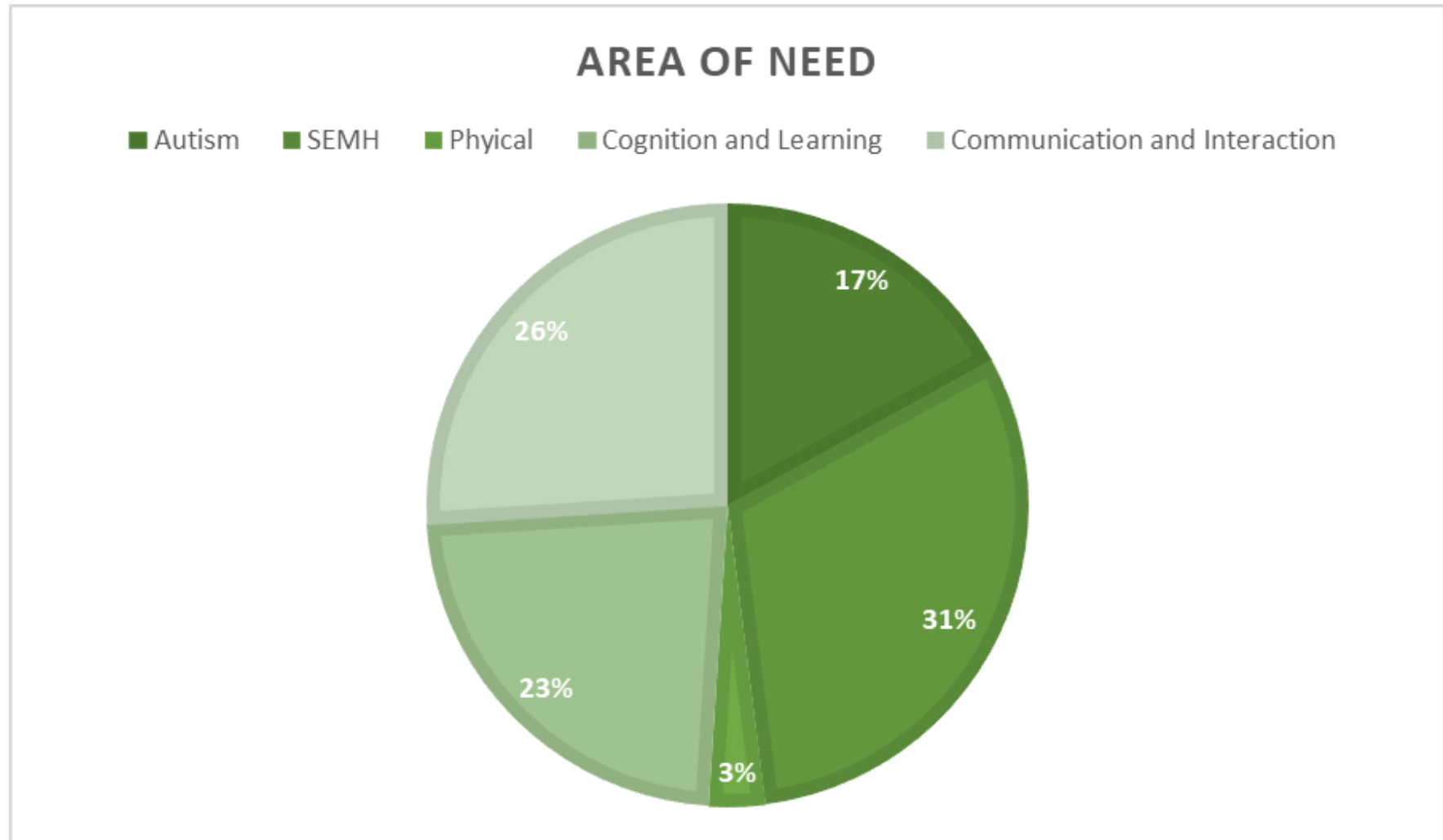
She can also be contacted directly by email at:

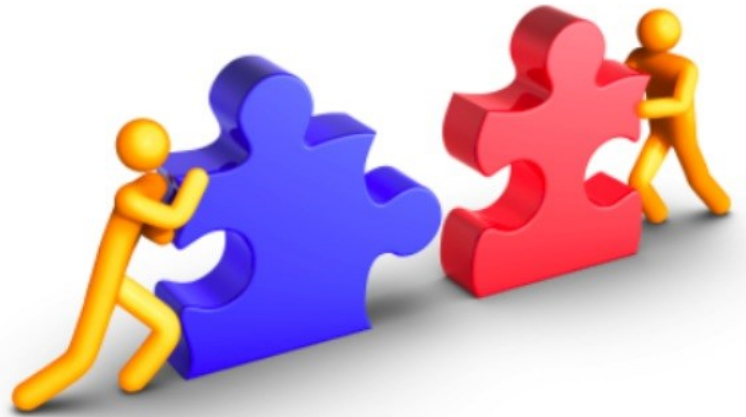
sendco@oasismarksburyroad.org

It is the SENDCo's job to co-ordinate the provision of children with SEN or Disabilities. She checks that teachers are trained to support all the children in their class and ensures that children have access to any additional and/or different provision that they

How many children have SEN and/or disabilities currently at OAMR?

- OAMR has a high number of children with SEND (21%).





How does OAMR make sure all staff can support everyone?

At OAMR, all teachers are teachers of children with special educational needs. To ensure that teachers provide the best possible support for children with SEND, the SENDCo ensures:

- Termly learning walks are completed with a focus on ensuring children are receiving additional support or resources detailed in their pupil passport/ ECHP.
- Training is provided for TA's in the interventions that they run/support.
- Weekly meetings enhance TA's knowledge and skills for the children that they support.
- Whole academy staff meetings, termly, focus on up to date research and information regarding an area of special needs for all academy staff.
- Training, advice or/and signposting to appropriate resources is given to teachers who want/ need advice on a SEND provision.
- SEN Pupil Meetings are held 3x per year with the child's parents, class teacher and SENCO.
- That she is available to support the completion of Bristol Support Plans or other SEND documentation.

How does OAMR promote 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.

In a further commitment to inclusion, OAMR also:

- Takes part in anti-bullying week annually.
- Celebrates all learners in celebration assemblies.
- Supports other awareness days/weeks (Autism, Dyslexia etc), where possible.
- Promotes the 9 Oasis Habits at all times and children learn about these through assemblies (shown to the right)
- Ensures reward points are given for effort, perseverance and keeping the 9 habits as well as quality of work.



Patient	Forgiving	Self-controlled
Humble	Honest	Considerate
Joyful	Hopeful	Compassionate

How do staff at OAMR identify children who may have SEN?

OAMR has a clear approach to identifying and responding to SEN. All teachers are responsible for identifying children with SEN and, in collaboration with the SENCo will ensure that those students requiring different or additional support are identified at an early stage. Information to assess whether a children has special educational needs is collected in a number of ways:

- Inclusion Questionnaires in children's admissions packs help the SENCo identify any children who may require additional support on entry to the academy.
- Liaisons are made with nurseries or other settings to gather information on previous support in place when children join the school.
- The 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 between the child and their peers may indicate that that child has a SEN.
- A class teacher may fill out a 'Referral to SENCo Form' if they have concerns about a child. This referral will be actioned by the SENCo within three weeks. If concerns are raised then parents will be invited in for a meeting with the class teacher and SENCo.
- Parents are able to make an appointment to meet with their class teacher at any time should they have any specific concerns. They may wish to bring a list of points to discuss. Appointments can be made via the school office.



What types of special needs are there?

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:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

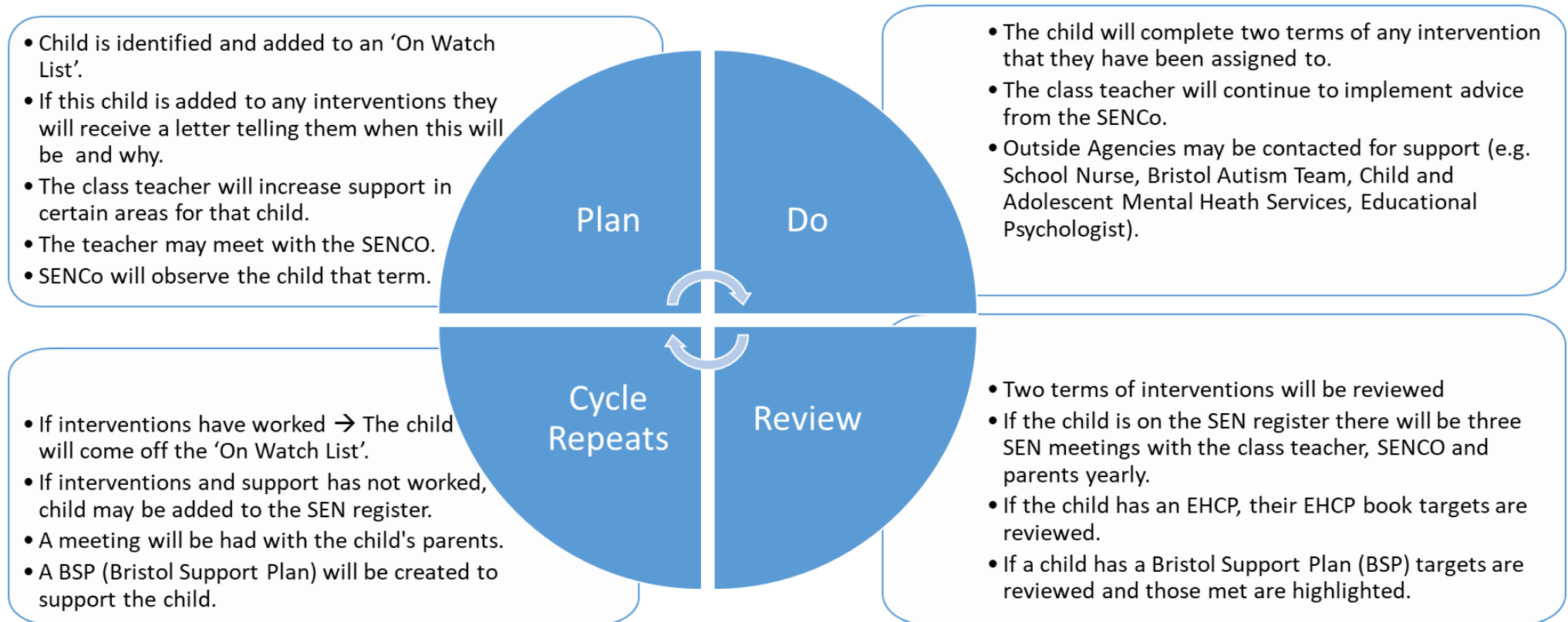
Children may also have a disability which also means that the academy needs to provide additional and/or different provision to help every child succeed.

In line with the SEND Code of Practice we accept that students often have needs that cut across all these areas and that their needs may change over time.



What is the plan, do, review process?

Once a child is identified as possibly having a SEND (by a teacher, agency professional, SENCo or parent), the SENCo and class teacher will follow the Code of Practice, plan, do review cycle. The following figure details how this process works at OAMR.



We expect students and parents to participate as fully as possible in the assessment, planning and reviewing process.

What is the SEND register?

In consultation with parents and staff, children will be added to the SEND support register at OAMR if:

- Significant support is needed to access learning at the academy beyond our planned and allocated provision, including outside agency support.
- The child is working significantly below age related expectations (ARE).—usually 2 years below in one or more key area (Reading, Writing, Maths).
- The child has a medical diagnosis that significantly impacts on learning and the academy has made significant adjustment to give them access.
- The child has an EHCP.



What extra can be done to help everyone?

Children may access interventions whether or not they are on the SEND register at OAMR, but priority (where appropriate) is given to those children who are on the register. The following list of interventions are available at OAMR.



In addition, education in the classroom with first quality teaching, differentiated for individual pupils is available to all pupils.

All children on the SEN register have either an EHCP or Bristol Support Plan which is shared with all staff who work with your child.

How will learning and targets be reviewed?

Once a child is added to the SEND register at OAMR a review meeting is held every long term with the teacher, parents and where appropriate/ needed the SENCO. At each review meeting the effectiveness of the support, interventions and their impact on the child's progress are reviewed. The views of the child and their parents are integral to this process. At a review meeting the following actions may be taken:

- The SENCO, working with class teachers, may revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.
- If interventions have been successful and the child has made significant progress or is now able to access the academy without support the decision may be agreed to remove them from the SEND Support register.
- If a child is removed from the register, they may still access some support/interventions.
- If a child continues to fall behind their peers or be unable to access the academy without support they will remain on the SEND register.
- New interventions /support will be discussed and progress reviewed against targets set.
- The child's Bristol Support Plan will be updated to reflect the changes to the support agreed—the review column filled in with parents and targets met highlighted in yellow.
- If a student continues to make less than expected progress, despite support and intervention, the academy may involve specialists, both in-house and from outside agencies.



Learning Knows No Bounds

How will everyone ensure transitions are successful?

OAMR has close links with feeder pre-schools/nurseries and other primary schools. Reception staff will visit local pre-schools and nurseries (where possible) prior to children starting in reception and the SENCo may accompany staff on these visits.

If a student has an Education and Health Care Plan (EHCP), academies will be consulted by the local authority before any decision is taken by the authority on admission to the academy, to ensure that the academy is suitable for the student and his/ her needs. If the academy is suitable, the SENCo will be present at the transition meeting, or at a meeting with the Pre-School provider.

If a child joins OAMR from another school the SENCo will contact the child's first school to ensure any information on the child's SEND needs continue to be met and where possible, support continues. If the same support can not be provided at OAMR, the SENCo will offer alternative support, provided the school is appropriate.

At the end of each school year, children will transfer classes up to the next year group. It is vital that this transition is smooth for all children but particularly those with special education needs. At Oasis Academy Marksbury Road this is ensured by:

- Ensuring that all staff are aware of individual pupil's special needs and/or disability and how these needs are met.
- Bristol Support Plans move up with the child to ensure continuity in provision.
- Transition meetings are held in the term of the new school term to update the Bristol Support Plan.
- Transition booklets are passed up between teachers with a detailed section on any children with SEND needs in their class.



Other useful links:

Academy Policy Links

All academy policy's can be accessed through the OAMR website under 'About Us' and then 'Policies' and can also be found in the SEND section under the 'Curriculum ' tab.

[Special Educational Needs and Disabilities - Oasis Academy: Master \(oasisacademymarksburyroad.org\)](https://www.oasisacademymarksburyroad.org/)

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/departments-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 as articles on 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>

What about the local authority?

The Local Offer

Oasis Academy Marksbury Road works closely with the Local Authority in the development and review of the Local Offer, outlining provision available to meet the range of special educational needs and disabilities. This Local Offer is published on the Local Authority's website: [About - Bristol's SEND Local Offer - bristol.gov.uk](http://bristol.gov.uk)

