



OAJ Special Educational Needs and Disabilities (SEND)

2023-2024

The SENDCo

- Sharika is the Assistant Principal and SENDCo.
- She has an undergraduate degree in Education, a PGCE Primary Education, an NPQML (qualification in Middle leadership) and will be completing an NPQ for SENDCos.
- She is available for meetings, bookable via the office on Tuesday and Wednesday afternoons.
- **The office is contactable on: 0207 928 5814.**
- **Email: info@oasisjohanna.org**





How do we support Inclusion?

OAJ 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.

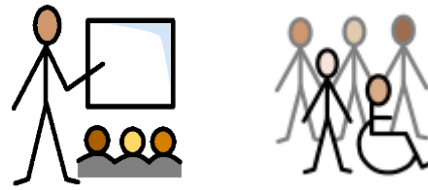
All young people should have access to a broad, balanced and relevant curriculum, with teaching and learning strategies that maximise achievement and prevent failure by removing barriers to learning and providing access to a wide range of learning challenges. All children are included in clubs and school 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, OAJ also:

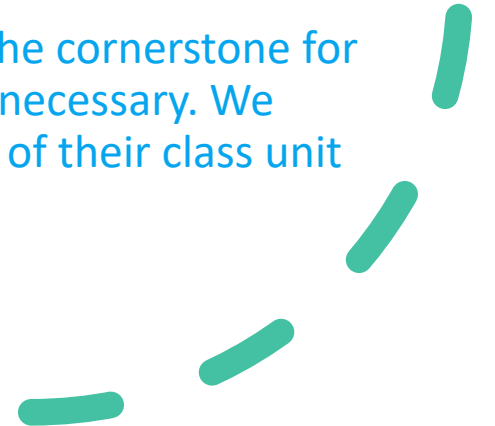
- Take part in anti-bullying week annually.
- Celebrate all learners in celebration assemblies.
- Support other awareness days/weeks (Autism, Dyslexia etc), where possible.
- Promote the 9 Oasis Habits at all times.
- Reward children for both progress, effort, achievement and those who show the nine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



Approach to Learning and Teaching



- All teachers are teachers of children with SEND at OAJ.
- Where children need additional support adaptations are made to the OCL curriculum. This could include smaller step targets for children not working at their curriculum level. These are called BOATs.
- For some children adaptations can be made to their environment such as work-stations, movement breaks or access to fidget toys.
- For a small number of children, who have EHCPs or are having a Statutory Assessment, a personalised curriculum may be necessary.
- Staff use the Waves Document created by the SENDCo to make reasonable adjustments for children, to support their individual needs.
- High Quality Teaching and good relationships are the cornerstone 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.





Horizons Curriculum and Inclusion



- All children at OAJ have access to an iPad 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 iPads such as NESSY – promoting independence.



- Children can be sent supportive resources for writing sentences, vocabulary banks and adjusted slides in all subjects to further support.



- Staff can 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.





Staff Expertise

- All teachers have termly professional development meetings on SEND.
- The SENDCo conducts termly learning walks to monitor the provision of children with SEND and support staff accordingly.
- The SENDCo supports staff to create children's Learner Profiles.
- Where needed the SENDCo can source additional training for staff.
- Coaching is available bi-weekly for all teachers.
- All staff have access to professional development on SEND via the Oasis Zone.

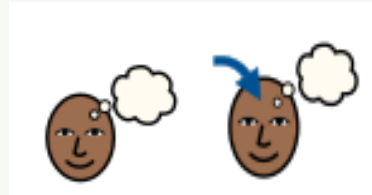


Categories of Need

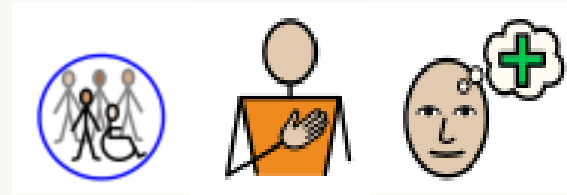
The SEND Code of Practice 2014/2015 does not assume that there are hard and fast categories of SEN. It recognises that children's needs and requirements fall into four broad areas:



Communication
and Interaction



Cognition and
Learning



Social Emotional
and Mental Health



Sensory and
Physical



Identification of Need

When children join the academy if they are on the SEND register at their school/nursery/pre-school they will join the SEND register at OAJ (K code).

Information from children's admissions pack allow the SENDCo to contact parents of additional children who may have SEND where this was not identified previously.

If any staff member or parent believes their child has SEND once at OAJ, then they complete a Referral to SENDCo Form. The referee will contact the child's parents. Staff must indicate what is already being done to support that child. High Quality Teaching must come first.

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 may indicate that that child has a SEN.

If data and the referral form indicate a child may have SEND then the assess, plan, do, review progress will formally begin to ascertain if the child has SEND. After two cycles (one long term) a child may be placed on the SEND register if adaptations to the environment/curriculum/support do not enable the children to make progress.

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 Cycle One



Assess:

A SENDCo referral form is filled out.
Parents are notified by the referee.
Data held on that child is analysed with the SENDCo and class teacher.
Where appropriate, observations and further assessments may be conducted.

Plan

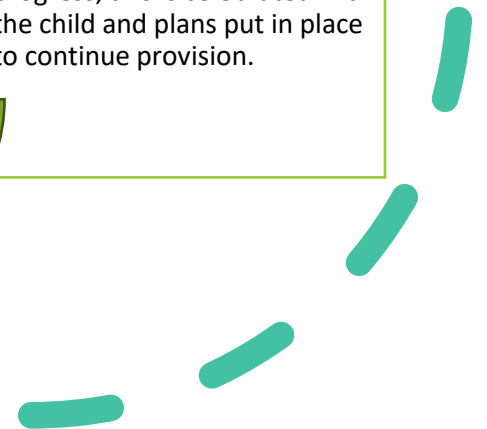
A 6-week (or short term) plan is drawn up with the teacher, child and parent with Wave 1 and 2 provision.
This may include additional interventions/adaptations to the curriculum and/or environment.

Do

This plan is carried out over a one short term.

Review

A meeting is held with the child, class teacher and parents
Where no progress has been made, the SENDCo is invited to the meeting and a second cycle of APDR will commence.
Where a child has made progress, this is celebrated with the child and plans put in place to continue provision.



Assess, Plan, Do, Review Cycle Two



Assess:

An assessment is made of whether interventions should be changed and/or continued.

Assessment is made of any adaptations and whether these should continue.

Children's data is re-analysed and further assessments may be made.

Plan

A second 6-week (or short term) plan is drawn up with the teacher, child and parent with Wave 1 and 2 provision.

This should be based on observations and findings of the last plan.

The SENDCo may be asked to observe and give further advice.

Do

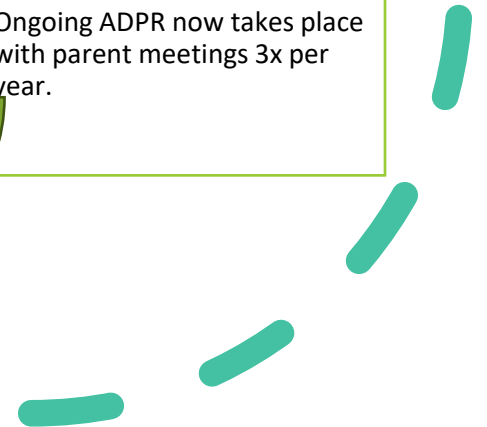
This plan is carried out over a one short term.

Review

A meeting is held with the child, class teacher and parents and SENDCo

Where no progress has been made, the child is added to the SEND register or vulnerable learners register in agreement with parents.

Ongoing ADPR now takes place with parent meetings 3x per year.



Assess, Plan, Do, Review

Ongoing Cycles



Assess:

Children's assessments continue to be analyzed during pupil progress meetings.

Additional assessments may be conducted by the SENDCo or outside agency.

Plan

Children added to the SEND register will then have a Learner profile created.

This is updated 3x per year by class teachers.

For children working more than two academic years behind their progress will then be tracked using BOATs.

Children will be added to Wave 2 and potentially some Wave 3 support.

Do

Support detailed on the support plan is provided for the child.

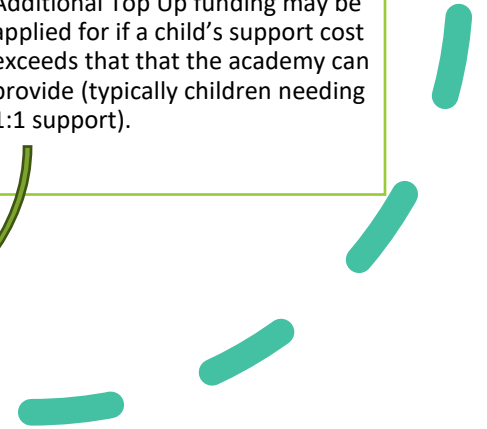
Review

3x per year SEND Review meeting are held with the class teacher and/or SENDCo.

External Agency (where available) support is applied for where children continue to not make progress.

A statutory assessment process may be started if the child needs an EHCP.

Additional Top Up funding may be applied for if a child's support cost exceeds that that the academy can provide (typically children needing 1:1 support).





The SEND Register and ‘Vulnerable Register’.

Vulnerable Learners – Children are added if:

‘Vulnerable Learners’ incorporates the categories; learning environment, family circumstances, disability and health needs, social and emotional factors would ensure no child was overlooked, and all children who require additional provision either short or long term would have their needs addressed accordingly.



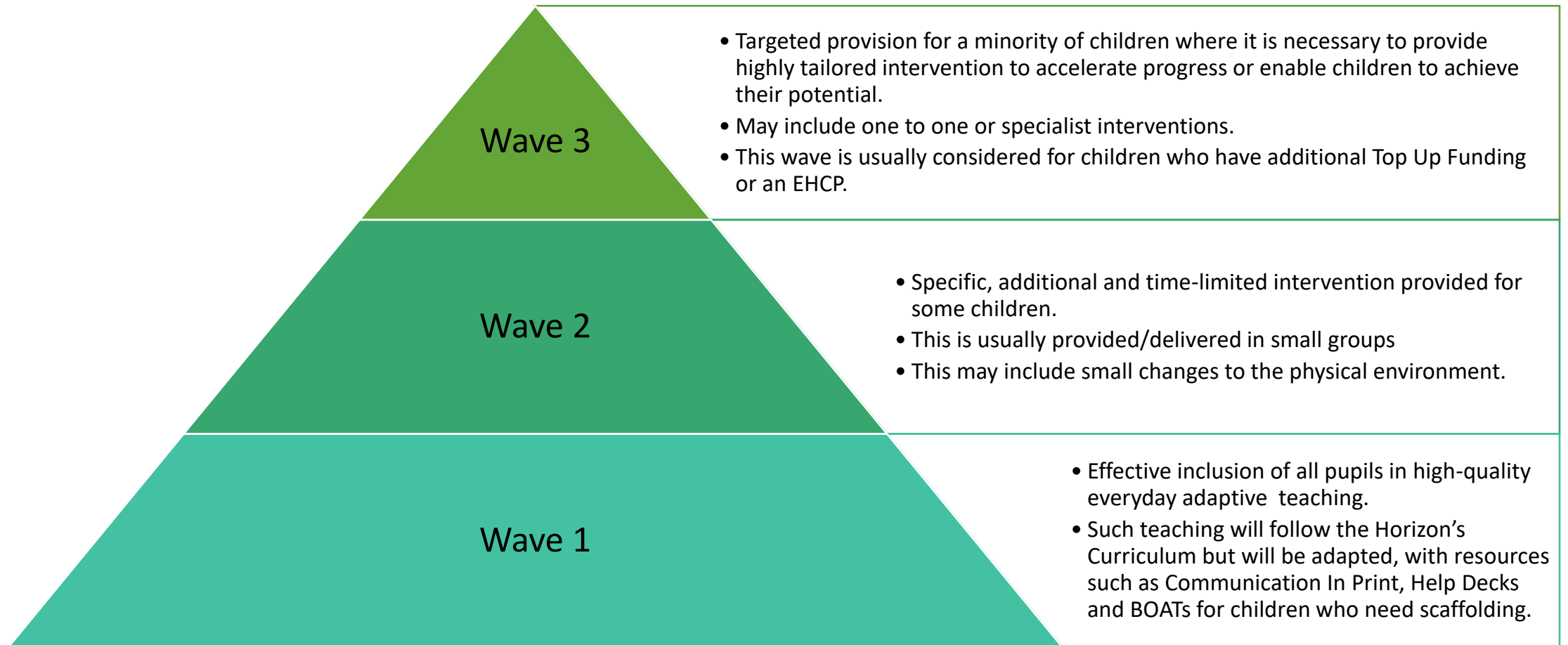
The following triggers for intervention as Vulnerable Learners are:

Makes little or no progress even when teaching approaches are targeted in a child’s area of weakness	Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas	Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school	Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment	Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum	May have previously been on the SEND register but beginning to make progress.
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SEND Register – Children are added if:

Continues to make little or no progress in specific areas over a long period	Continues working at levels substantially below that expected of children of a similar age	Continues to have difficulty in developing literacy and mathematics skills
Has emotional or behavioural difficulties which substantially and regularly interfere with the child’s own learning or that of the class group, despite having an individualised behaviour programme.	Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.	Has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
	Is working more than two academic years behind in KS2 and 1.5 academic years behind in KS1 and so accessing BOATs as an assessment tool.	

Wave 1, Wave 2 and Wave 3 Support



Communication and Interaction Support at OAJ



COMMUNICATION AND INTERACTION		
<ul style="list-style-type: none"> • Colourful Semantics – Reception, Year 1, 2 & 3 • Now/Next board • Social stories • Signature strategies for Quality First Teaching • Structured school and class routines • Differentiated planning/resources • Increased visual aids and use of symbols • Visual timetables • Clear, unambiguous language • Drama and role play activities as part of lessons • Key vocabulary taught in lessons • Additional use of ICT to support the curriculum • Facing child when giving chunked instructions • Pre-teach / over-teach vocabulary • Mind mapping new concepts • Repeating questions back to pupils • Providing thinking time • Step-by-step instructions written down • Differentiation strategies to scaffold thinking: sentence starters, writing frames, etc. 	<ul style="list-style-type: none"> • Bucket time (What's in the bag?) • Colourful Semantics • Speech sound work (Sound smart) • Lesson resources shared with LSA in advance to adapt the lesson to specific individual needs • Language for Thinking • Blanks Level question group • Social skills group • Emotional Literacy Support (ELSA) group • Speaking and listening group (Chattertots) • Speech and Language planned programme • Lego therapy • Social stories • Barrier games 	<ul style="list-style-type: none"> • Speech and Language Therapy: Assessment of pupils, direct work with school staff, delivering whole school training, organising interventions, in class observations • Lambeth Autism Outreach: 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, parent consultations. • Dyslexia specialist: assessment of pupils, SALT to work directly with staff, delivering training, parent consultations.

Cognition and Learning Support at OAJ



COGNITION AND LEARNING

- | | | |
|--|---|--|
| <ul style="list-style-type: none">• Illustrated dictionary• Task planner/checklist• Letter/sound charts stuck to the desk• Alphabet/number strip stuck to tables• Phoneme frame/charts stuck to the desk• Effective use of resources (Numicom, dienes) etc• Explicit teaching of keyboard skills• Colourful Semantics• Use of word mats (dual coding)• Use of brain breaks and brain gym• Pre-teaching of key concepts and language to support progress• Strategic seating plans• Repeating and chunking instructions• Clicker• Regular assessment & tracking of pupil progress• Use of a range of resources to support (concrete objects, images, sequencing, etc.)• Minimal copying from the board• Use of different and varying learning styles• Stimulating & supportive learning environment• Cloze procedures used to support memory• Dyslexic friendly strategies to support learning (e.g. coloured overlay, easier to access font, beige PowerPoint backgrounds)• High quality modelling and use of good examples to aid memory and support expectations• English is planned around the use of high, quality texts to develop a real love of reading• High quality 'on the spot feedback' and corrective teaching to ensure all children make progress | <ul style="list-style-type: none">• Colourful Semantics• Teacher targeted interventions• Additional small group and 1:1 Phonics (Bug club)• 1:1 and small group numeracy support• Individual Learning Plans and Pupil Passports• Support teacher training in specific interventions and strategies.• ICT to support recording and learning.• Precision teaching• Language for Thinking• Multi-sensory spelling programme: Toe by toe | <ul style="list-style-type: none">• 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• 1:1 Specialist teaching intervention• Specialist assessment for exam support |
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Sensory and Physical Support at OAJ



SENSORY AND PHYSICAL		
<ul style="list-style-type: none"> • Brain gym breaks used in classroom • Handwriting 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 • Visual, auditory, and kinaesthetic methods of learning • Real life sensory experiences built into planning and the curriculum • Sensory supports available • Classrooms evaluated through sensory checklists. 	<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 • Fiddle toys/sensory box • Coloured overlays • Hearing aid support • Change of font size • Pen/pencil grips available • Individual sensory profile 	<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 • Specialised medical care and intimate care • 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 • Physical disability support team • School nurse meetings and assessment

Social, Emotional and Mental Health Support at OAJ

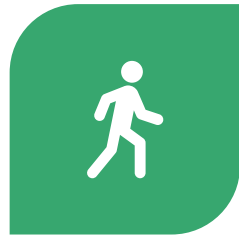


SOCIAL, EMOTIONAL AND MENTAL HEALTH		
<ul style="list-style-type: none"> • Zones of regulation (when needed) • Signature strategies for teaching • Consistent application of behaviour policy: routines, sanctions, rewards, etc. • Class teacher monitoring • PSHE curriculum, including circle time taught in class with class teacher • Attendance monitored by school and if necessary, support from the Education Welfare Officer (EWO) • Regulation stations easily available when needed • Personalised reward chart when needed • Pastoral involvement: training • Positive and negative phone calls home • Restorative conversations • Parent meetings • Lunchtime nurture clubs 	<ul style="list-style-type: none"> • Individual pastoral support plan • Personalised timetable • 1:1 or small group nurture • Planned break/lunchtime arrangements • Facilitated games and activities through unstructured periods such as playtimes • Social skills group • Social thinking intervention • Speaking and listening group • Lego therapy • Zones of Regulation targeted intervention • Emotional Literacy Support (ELSA) group • Time to Talk 	<ul style="list-style-type: none"> • 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 • Oasis Nurture: 1:1 work with pupils, supporting school staff, risk assessing pupils, supporting the family, delivering whole school training, delivering parent workshops

How is Provision Monitored?



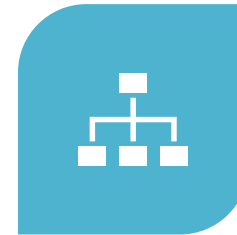
SEND PROVISION IS PRIMARILY MONITORED BY THE SENDCO



THIS IS DURING BI-WEEKLY LEARNING WALKS AND CHECKING OF LEARNER PROFILES/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 LEARNER PROFILES (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 over two academic years below their peers may also have progress monitored using BOATS (a version of the Birmingham Toolkit). This toolkit breaks the national curriculum down into small, achievable steps.
- The SENDCo uses online tracking through Insight and meetings with teachers to track and assess progress.
- Children with EHCPs have EHCPs 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 Learner Profiles are monitored 3x per year as part of the APDR cycle.

What Outside Agencies can support?

Please speak to the class teacher or SENDCO if you think that your child needs support from any of these services.

Educational Psychologist (EP):



- An expert in child development and learning.
- Offers advice and assessment for a range of needs.
- Explores difficulties that your child is having in school.
- Trains school staff.
- We pay for sessions from an independent Educational Psychologist who is registered with the Health & Care Professionals Council (HCPC).

Referrals: Parents/carers must sign a form to refer to the EP.

Speech and Language Therapist (SALT):



- Often referred to as SALT or SLT.
- Explores difficulties with speech sounds, using language and understanding language.
- Delivers and monitors interventions.
- Trains school staff.
- We pay for sessions from Words First. The therapist is in school for one day each week.

Referrals: Speech and Language Therapy is a health service and the referral is made through a Common Referral Form with parental consent.

What Outside Agencies can support?

Special Schools Outreach:



Lambeth has a number of specialist schools and centres to support schools, families, and children with specific needs such as:

- Hearing impairment
- Visual Impairment
- Physical needs
- Autism
- Behaviour

Referrals: Please speak to the SENDCO if you feel your child would benefit from specialist support.

CENMAC:



- Experienced teachers with knowledge of assistive technology (computers to support learning).
- Support school staff in using technology to help children learn.
- Loan the school computers and other equipment for the child.
- Provide training in how to use special software.

Referrals: CENMAC support can be provided if a child has an EHC Plan. A referral form must also be completed.

Occupational Therapist (OT):



- Works on skills to support your child's independence.
- Can support with dressing, feeding and other life skills.
- Explores high and low levels of activity in children.
- Helps parents find ways to manage children's behaviour at home.

Referrals: School referrals to OT are made through a Common Referral Form with parental consent. The referral process and common interventions can be found on the Evelina London website:

[Link to the NHS OT Advice pack](#)

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.
- Learner Profiles 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 Learner Profiles.
- All children receive a timeline of transition detailing when they find out their new class; meet their new teacher; visit their new room etc.
- 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 an additional visit to the school to come and meet with pupils with SEND. All relevant paperwork will be sent by the SENDCo to the receiving Secondary School.

The Local Offer

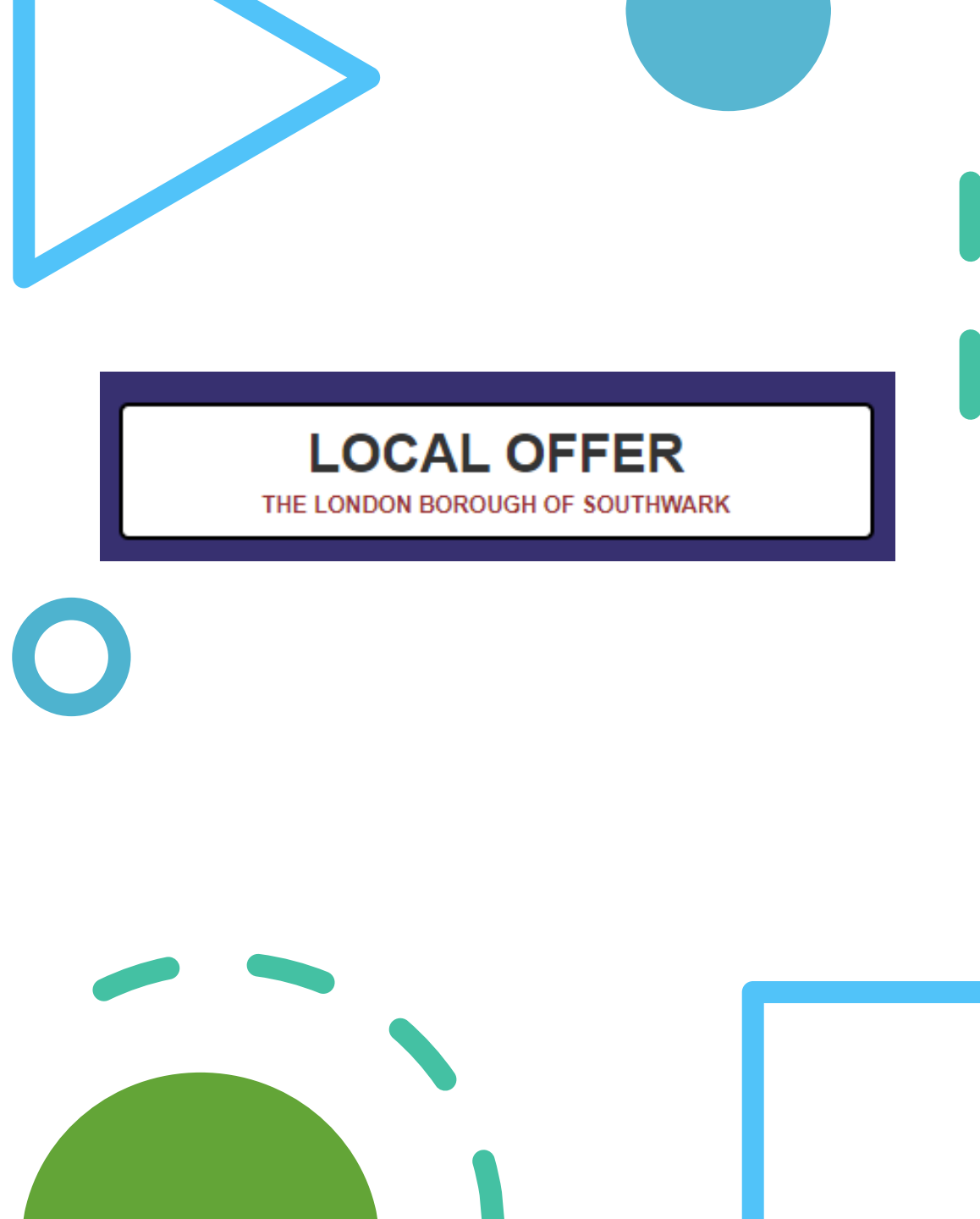
- The Lambeth Local Offer has information about where to access support and guidance if your child has SEND.
- [Lambeth's SEND Local Offer | Lambeth Council](#)

SEND Local Offer

The Local Offer. Support for children and young people with special educational needs and disabilities (SEND).

The Local Offer

- The Southwark Local Offer has information about where to access support and guidance if your child has SEND.
- [Home | Southwark Local Offer](#)



Nurture



At OAJ all children have access to Oasis Nurture provision.

When children are referred, they may engage in therapeutic activities like art, play, role play or music to communicate and explore their anxiety or worries.

All children have access to lunchtime nurture clubs if they feel overwhelmed or would just like to engage in the activities available.

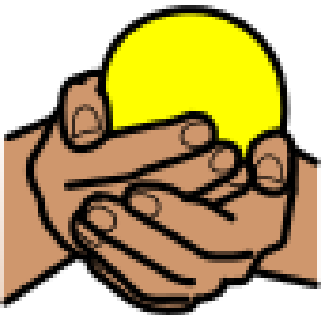
Referrals

There are a variety of ways for children to be referred to Oasis Nurture, which include:

School staff / Parent referrals

Nurture Practitioner and team members referrals

Self-referrals





The Hive



Resource Base

Who can attend the resource base?

Our resource base is a provision for children with moderate learning difficulties (MLD) and associated physical needs.

Each child must have an Educational, Health Care Plan (EHCP) in place to attend.

[Link to the Resource Base](#)

How can my child get a place?

The Local Authority decides who gets a place in our resource base, NOT the academy. For more information about our resource base please refer to the resource base section on our website.

If you would like your child to attend, please contact your child's EHC caseworker.

Useful Links

- All academy policies can be accessed through the OAJ website. The OCL contextualised SEND Policy can be found in the SEND section of the website:

[Special Educational Needs and Disabilities \(SEND\) Policy 2024.pdf \(oasisacademyjohanna.org\)](https://oasisacademyjohanna.org/Special_Educational_Needs_and_Disabilities_(SEND)_Policy_2024.pdf)

- 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/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 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 OAJ's complaints procedure. A link to this procedure can be found here:
[Complaints Policy.pdf \(finalsite.net\)](https://finalsite.net/Complaints_Policy.pdf)