Oasis Academy South Bank SEND Policy 2026-27

Oasis Academy South Bank Special Education Needs and Disabilities Policy 2026-2027

Contents

1. Vision and Aims
2. Statutory Legislation
3. Roles and Responsibilities
4. SEND Identification
5. Student Transition
6. Wave 1: The Universal Approach
7. Wave 2 and 3: Targeted and Specialist Interventions
8. Information Sharing
9. Quality Assurance and Monitoring

To be read in conjunction with the Oasis Community Learning Special Education Needs and Disabilities (SEND) policy. Available here: SEND_Policy.pdf (finalsite.net)

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Approved by:	Anna Richardson	
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VISION: All young people, regardless of starting point, will
'Climb the STAIRS to Greatness'
at Oasis Academy South Bank. Through love, nurture and a rigorous academic focus, Oasis Academy South Bank students will, ultimately, be successfully and happily employed in a career with prospects and become a model citizen.

1. Vision and Aims

At Oasis Academy South Bank (OASB), there are two end goal for students: to achieves their dream job and become model citizens. Oasis Academy South Bank seeks to serve a community in an inclusive manner. To open doors and close gaps for all pupils means that a best practice approach to students with a special education need or disability is necessary. This requires an ambitious approach that instils aspiration in all young people and equips them with the knowledge and skills needed to progress both inside and outside of the classroom. Oasis Academy South Bank is an all-inclusive academy that is ambitious about guiding students to success regardless of starting point, complexity or need. Oasis Academy South Bank will be unfaltering in its rigorous and high academic expectations for all its students. We will ensure that all students reach targets and make outstanding academic progress, regardless of SEND.

The Aims of this Policy are:

- To outline the leadership of SEND provision at Oasis Academy South Bank, including the roles of all stakeholders in the achievement of students with SEND.
- To explain the Academy's approach to identifying students with SEND and supporting students in transition to and from the Academy.
- To highlight the Academy's strategies for all students- known as the universal approach- and how this accelerates progress of students with a SEND, as well as the targeted and specialist approaches to students where SEND means more intense levels of intervention are required.
- To state how information is shared and reviewed by different stakeholders, including teachers, support staff, external agencies, parents and students.
- To indicate the methods by which SEND provision inside and outside of the classroom are evaluated, and the progress of students with SEND is reviewed.

Ultimately, the OASB SEND policy seeks to build and sustain a culture that sets high expectations for the progress of young people with SEND, and a strategy to ensure that no child's SEND is a barrier to their success and instead is shaped as strength in their academic and personal development.

2. Statutory Legislation and Definitions

Guidance within this policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out trustee's responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

2.1 Special educational needs

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age[1], or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

2.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

2.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

[1] A student's learning difficulty may change over time. A student with a diagnosis will remain on the Oasis South Bank SEND register, however, if there is no diagnosis and a student's difficulty with learning reduces as such that their progress is in line with expected age-related levels then their position on the SEND register can be reviewed and they may- in collaboration with parents- be removed.

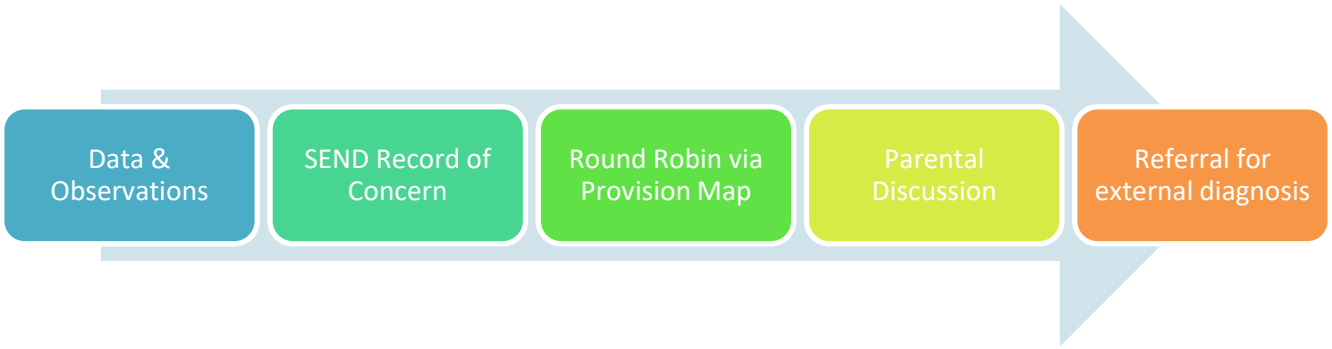
AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

3. Roles and Responsibilities

Role	Responsibility
Principal	➢ Establish and maintain and inclusive culture with the Academy, fostering high expectations for all students, and ensuring systems are designed with the needs of all pupils in mind. ➢ Ensure the statutory guidance relating to SEND and inclusion is upheld within the Academy, through all practice and procedures. ➢ Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
Deputy Principal: Pastoral	➢ Have oversight of the Academy's SEND provision, working with the SENCO to develop strategies that promote the progress and wellbeing of pupils with SEND. ➢ Ensure that the Academy's SEND procedures intertwine with wider Academy systems and pastoral provision, including safeguarding methods, behaviour systems and attendance approach. ➢ To quality assure the provision for students with SEND, monitoring the impact on different students and the approach to waved interventions at the Academy.
Assistant Principal: Inclusion	➢ SEND and Inclusion Strategic Oversight including: SEND Policy development, LSA Deployment Policy, High Level SEND student cases, OCL SEND Policy, SEND parental engagement and complaints, SEND system quality assurance and monitoring ➢ Curriculum offer: adaption and challenge for students with SEND, Codified SEND T&L strategies. ➢ SEND CPD and LSA CPD, LSA leadership, development and recruitment, LSA Operational Deployment-timetable ➢ Census and data confirmation. ➢ Exam Access ➢ Provision Map co-ordination and teacher engagement, Provision Map: Intervention Allocation
SENCO	➢ EHCPs: Applications, Passports, Annual Reviews, Parental Meetings, Consultations ➢ SEND Register, SEND K Code Pupil Support ➢ SEND caseload allocation and student support lead, EHCP post-16 transition ➢ Liaising with local authority and external stakeholders. ➢ SEND Pupil Progress Reviews. ➢ SEND Review cycle. ➢ Run Thursday p6 prospective tour once a month ➢ Speech and Language Management
Deputy SENCO	➢ SEND Identification – Record of Concerns, Round Robins ➢ SEND Identification Referrals, SEND Transition, Pupil Passport Creation ➢ , Waved Interventions: Co-ordination, quality assurance. ➢ SEN Coaching: Inclusion Classes, New Staff Development, Student Specific Adjustments, SEN Cause for Concern Strategies ➢ SEND Drop-Ins, teacher development and student monitoring ➢ SEN champions - co-ordinating pockets of expertise and sharing best practise. ➢ Run Tuesday p6 prospective parents tour once a month
Class Teacher	➢ Be inquisitive about the needs of students with SEND, and regularly review information regarding the best way for support these students. ➢ Effectively practice the wave 1 universal offer with students in lessons to ensure there is an effective approach to all students, including those with SEND. ➢ Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
Lead Learning Support Assistant	➢ Manage areas of the LSA team linking to certain areas of responsibility. ➢ Create and deliver training for the wider LSA team. ➢ Lead on wave 2 and wave 3 interventions for students with SEND.
Learning Support Assistant	➢ Support students with SEND in lessons as per pupil passports and EHCPs. ➢ Carry out work on one area of specialism linked to SEND provision.

4. SEND Identification

OASB places emphasis on procedures to identify SEND effectively. In circumstances where a student is not making academic progress as expected and there are signs to indicate that a special education need may be present, the Academy works to ensure that this is identified promptly in order to develop effective interventions for all young people. The strategy to identify SEND is as follows:



Data and Observations- Using data from termly assessments, behaviour, and attendance, the SEND team will explore whether a student may have SEND; furthermore, adults will observe students in their day-to-day practice and are able to recognize signs of potential education needs.

SEND Record of Concern- If a member of staff has observed potential signs of SEND, or data within their subject- such as post-assessment scores- indicate that there is additional need preventing expected levels of profess, then staff will complete a Record of Concern to refer their professional observations to the SEND team.

Round Robin- Where a student has received a Record of Concern, or a student have been referred to the SEND team regarding potential SEND, a round robin will be sent to relevant members of staff who will respond with their professional observations regarding the pupil to create a well-rounded understanding of the extent of need.

Parental Discussion- Subsequent to the findings of the Round Robin, a discussion will be had with parents by either the SENCO or Deputy SENDCO to review the Round Robin and talk through follow-up actions.

Monitoring and Investigation Process- Based on the data above, further investigation of a developing area of need may be appropriate. This takes place over at least a 6 week period, where suggested strategies are impended at Wave 1 and 2 level. The impact is then evaluated and next steps recommended following the APDR model. This takes place using the review function on Provision Map.

Referral for External Diagnosis- After a discussion with parents, and dependent on the findings from the Round Robin, a referral will be made to gain an assessment for potential SEND, and the pupil will be added to a SEND register.

For a student to be placed on the SEND register, one of the following criteria must be met:

1) *They have a diagnosis of a medical condition which has a long-term impact on their learning or personal development.*
2) *After a at least a 6 week assess, plan, do, review cycle, the student requires support beyond the universal approach at Oasis South Bank.*

When a student is added to the SEND register, parents and the young person will be involved and a formal letter will be sent to the family.

5. Student Transition

When students transfer to and from Oasis Academy South Bank, it is essential to ensure that information is shared effectively, and subsequent interventions are implemented proactively.

In the circumstance that a young person has a special education need or disability, applications for a place at Oasis Academy South Bank should follow the normal admissions process as set out by OASB. If a child has an Educational Health Care Plan, families should not apply for a place at Oasis Academy South Bank under the Academy's processes, and instead should contact the Local Authority who will advise you on the procedure to follow.

Our strategy towards transitions of students follows a universal approach to ensure all young people are able to begin their next step of education in a successful manner. This is also significantly beneficial for students with SEND who will be further positively impacted by this approach.

Year 6 to Year 7 Transition:

Primary School Visits	• The Head of Year 7 and Deputy SENDCO will communicate with feeder school, forming transition notes on all students who will be admitting to Year 7. • For students who would benefit with more in depth transition planning, such as a studnet with an EHCP, a meeting will be held with stakeholders for child to plan a targetted approach to transition to Year 7.
Transition Day	• Transition day is held during Summer 2 for all pupils attending Year 7 the following academic year. Students are placed in their House Groups for this day, which includes to appropriate groups of students with SEND and allocation of LSAs to provide further support. • During transition day, the House Coach and Head of Year will observe and check-in with students with SEND to further support thier transition.
Summer School	• During August prior to the start of Year 7, OASB holds a summer school for all students. • The summer school will support students with SEND familiarising themselves with routines and the environment at Oasis South Bank and also allow adults to make observations about how to best meet their needs.
1-to-1 Meeting	• At the beginning of Year 7, all pupils and their families will have a 1-to-1 meeting with a member of staff at Oasis Academy South Bank. • During this meeting, students with SEND will have their Pupil Passport finalised in co-production with the pupil and thier family.
Induction Days	• In September, all pupils will engage with induction days where they will be explcitly taught the values, habits and routines at OASB. • Students with SEND will benefit from dedicated time to learn what life is like at OASB, the habits they will need to demonstrate and the support available to them.

In Year Admissions:

When a student is admitted to OASB mid-year via in-year admission or a Managed Move, information regarding SEND will be obtained from the previous educational provision and through student information form which is completed by parents. Students who have a diagnosis will be placed on the SEND register, and for those who the process to investigate potential additional need is underway, further follow-up will be completed at Oasis South Bank as per the Academy's approach to identifying SEND.

Admissions to Year 12:

External students who are admitted to Year 12 will have completed an application to the Oasis Academy Sixth Form; students and their schools should share information regarding SEND prior to starting Year 12. All students and their families will have a 1-to-1 meeting with the Sixth Form Team prior to their first day of Sixth Form. In this meeting, students will be given information about how to succeed at OASB, and they will provide input to the production of their Pupil Passport.

Transition from OASB:

OASB has a strong working relationship with other education providers in the local area. At points of transition, information about SEND is provided to these schools in order to support with students being admitted. For Year 11 pupils, House Time has a focus on post-16 next-steps to ensure all students, including those with SEND, have an appropriate place following their time at OASB. Year 11 students and their families also engage with Destinations Day during Autumn 2 to gain further support on successfully applying and transitioning to post-16 institutions. Further support is provided as necessary by key adults, including House Coaches and LSAs, for students with SEND during the application process for post-16 options.

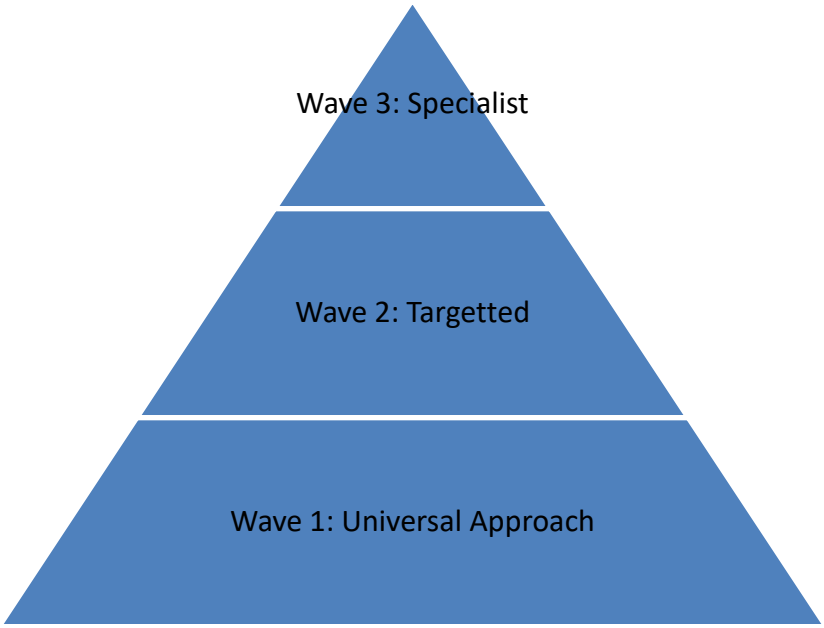
6. Wave 1: The Universal Approach

'Understanding pupils and their learning needs is essential if schools are to effectively support pupils to make progress, and is especially important for pupils with SEND.'[2] At Oasis Academy South Bank, a graduated approach to intervention is implemented for students with SEND.

Wave 1- Universal offer: *This refers to the approach in class that is accessed by all pupils, with techniques used to ensure academic progress is made.*

Wave 2- Targeted approach: *This refers to the approach in which adaptation is required for a pupil to access the curriculum, with further support needed in or out of the classroom to ensure a student is able to excel in learning.*

Wave 3- Specialist approach: *This refers to a significant alteration of the usual academic and pastoral provision, meaning a personalised approach is required at points within the curriculum. This is within the mainstream structure of additional support, where a student requires a more intense combination of interventions. Wave 3 approaches will require a multi-agency approach co-ordinated by an EHCP or internal Spotlight Plan (Multi-professional plan).*



The universal approach is carefully designed to produce an environment that upholds the wellbeing of all young people, and practices that are highest leverage in promoting the progress of students. This approach will have benefits for students with SEND, and- in most cases- will be enough to secure achievement for students with or without an additional need. The universal approach in lessons is as follows:

[2] https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1701702020, P. 14

Behaviour Habits	Exposition	Questioning	Check for Understanding	Independent Practice
•Defined routines •Positive framing •Non-invasive sanctioning	•Dual Coding •Emphasis on vocaluary •Concrete examples	•Intentional think ratio: •> Cold call >Turn and Talk > Polling	•Intentional circulation •Identify Misconceptions •Swift feedback & re-teach	• Scaffolded for success • Live feedback • Scope for challenge

Furthermore, the curriculum at Oasis Academy South Bank and pedagogical approach in teaching this supports with ensuring that learners with SEND are challenged appropriately by academic content in a manner that is accessible and cultivates a high degree of thinking.

Alongside this, the curriculum promotes a cycle between teaching and learning that is responsive to the needs of students, promoting the ability of teachers to tackle misconceptions and develop academic progress.

At Oasis South Bank, our pedagogy and our curriculum...		
increases ratio	is responsive	facilitates recall
We do this by using...		
• SLANT routines to orient attention • cold call • turn and talk • show me • multiple choice quizzes • silent solo • behaviour systems to hold students accountable orienting their attention	• intentional circulation, with a pre-planned route • noticing patterns of errors • noticing patterns of mastery • responding to patterns • prompting students to amend or improve their work	• recall Do Nows • scripted expositions • direct instruction • self-quizzing • look, cover, write, check • homework

All students who are on the SEND register will have two precise strategies to support them best in lessons. These two techniques are referred to as **Golden Tactics**. Golden tactics are selected for each student in collaboration with teachers, the young person, and their family. These are evidence-based techniques linked to specific areas of need that best support a student with SEND.

7. Wave 2 and 3: Targeted and Specialist Interventions

'Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.'[3]

There will be a proactive and strategic approach to assessing the need for a student to access further support, or for the Academy to make greater reasonable adjustments, in order to facilitate improved progress of the young person. This will be based on the cycle of review below:

Within this evaluation cycle, stakeholders will be engaged in the following manners to ensure plans for students with SEND are produced in a co-operative manner:

1) Families: when planning interventions for students with SEND, families will engage in 3 co-planning meetings across the academic year. The first takes place during 1-to-1 meetings at the beginning of academic year, during the pupil's Progress Afternoon and at the end of the year during the student SEND final review point. Where further intervention is necessary, families will engage with the SEND team to review a student's plan and as part of the annual review process for students with an EHCP.
2) Multi-agency: if a student with SEND is presenting behaviour, attendance or safeguarding concerns, they may be referred to OASB's Spotlight Panel. This is convened twice each half-term and involves leaders in the school from the Pastoral Team, Safeguarding Team, SEND Team, and Oasis Community Hub. Students will be discussed, and Spotlight Plan is created to track their progress and the impact of multi-agency interventions over time.
3) Pupil: pupil voice is crucial in effective co-planning. Students will be part of three review meetings that take place each academic year. Alongside this, sections of the Pupil Passport focus on student voice to amplify their perceptions and information about themselves. Students with SEND take part in 1-to-1 or small group student voice panels with an LSA to further gauge their views on school life.

[3] (SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk))

In cases whereby the wave 1: universal approach does not go far enough in meeting the needs of a student with SEND, or their progress is below expected levels, a graduated response of more intense intervention would be utlised. This is sub-categorised in to wave 2: targeted interventions, and wave 3: specialist interventions. The graduated response at Oasis Academy South Bank can be found here: SEND Graduated Response OASB .docx

8. Information Sharing

Sharing of information to empower staff in the school to is essential in ensuring students with SEND are supporting to make progress in the academic and personal development. The sharing of information for teachers and other members of school staff is to equip them with the knowledge of the students specific barrier, their areas of strength and targets, as well as contextual information about their lives, and the most effective strategies to meet their needs. The information provided to adults is clear and concise to ensure that is can be easily actioned, and is accessible so that staff can engage with this efficiently. Information that is shared is regularly reviewed as part of the co-production of plans for students with SEND. Information for students is created on a software called Provision Map. This collates the details of support, interventions and plans for a student. Adults are then able to access this information through a system called ClassCharts; this gives staff access to relevant profiles and plans for a young person.

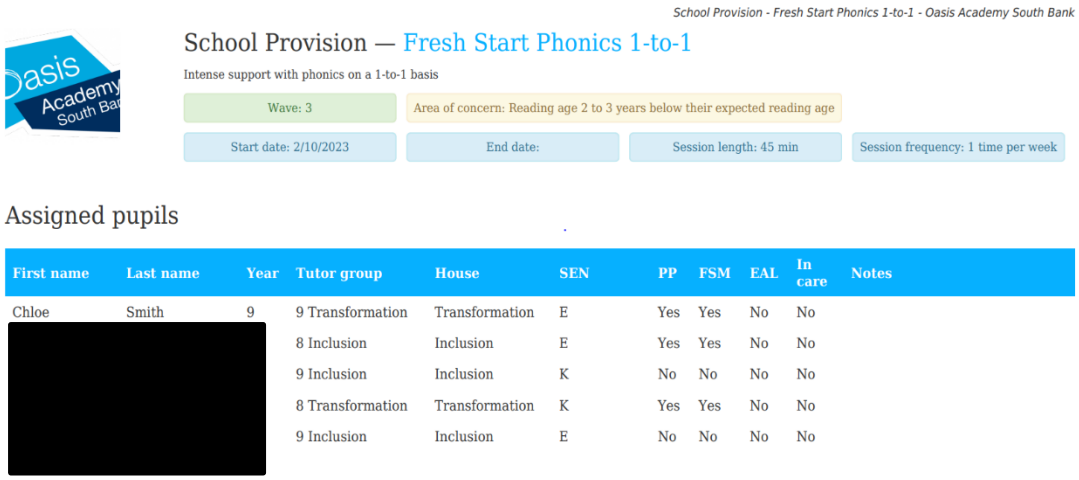
The manner by which student information is shared is as follows:

1) Pupil Passport- every student who is on the SEN register receives a Pupil Passport. This is made in co-production with the student and their family. Teachers are able to access this to engage with information that summarises the student, their area of need, how to support them, and their targets. The Passport also contains the **Golden Tactics** for the student. This allows teachers to see the highest-leverage techniques to support the young person in class.

2) OASB Golden Tactics- OASB has developed strategies for different areas of need to best support a young person who is identified with this SEND. The strategies consist of the highest leverage elements of the universal offer for

this area of need. Teachers are able to see this on a student's ClassChart Profile. The strategy toolbox contains both generic strategies that will support a certain area of need, as well as OASB strategies for the Academy's student context: See this document for Gold Tactics List Golden Tactics FINAL.docx

3) Student Provisions- if a student is accessing a wave 2 or wave 3 interventions, this will be allocated via Provision Map. The provision will then be visible to all teachers via the student's ClassChart profile.



School Provision - Fresh Start Phonics 1-to-1 - Oasis Academy South Bank

School Provision — Fresh Start Phonics 1-to-1

Intense support with phonics on a 1-to-1 basis

Wave: 3 | Area of concern: Reading age 2 to 3 years below their expected reading age

Start date: 2/10/2023 | End date: | Session length: 45 min | Session frequency: 1 time per week

Assigned pupils

First name	Last name	Year	Tutor group	House	SEN	PP	FSM	EAL	In care	Notes
Chloe	Smith	9	9 Transformation	Transformation	E	Yes	Yes	No	No	
[redacted]			8 Inclusion	Inclusion	E	Yes	Yes	No	No	
			9 Inclusion	Inclusion	K	No	No	No	No	
			8 Transformation	Transformation	K	Yes	Yes	No	No	
			9 Inclusion	Inclusion	E	No	No	No	No	

4) Student Plans- If a student has a specific support plan, this is produced via Provision Map and accessible to staff via ClassCharts. An example of one of these is a Spotlight Plan. This is a plan produced via a multi-agency meeting to co-ordinate the young person's pastoral interventions. The plan is reviewed twice termly, and further actions or interventions are added if there is any deterioration in the pupil's behaviour, attendance, or wellbeing.

Information on a student in the Academy is used to empower staff in their practice and approach inside the classroom, as well as methods used outside of the classroom. The information is treated sensitively and confidentially by staff in the school, and regularly reviewed with stakeholders including the child and their family.

9. Quality Assurance and Monitoring

At Oasis Academy South Bank, there are systems to ensure that the impact of methods used to support students with SEND are effective. This takes place at whole-school strategy level and individual student level. With reference to whole-school monitoring of provision, drop-ins are used to review an adult's quality of practice and form guidance on how to improve approaches to teaching and learning. SEND specific drop-ins are used to review the quality of provision for a specific student or the expertise of staff in using a specific strategy within the classroom. Similarly, student voice is collected regularly around young people's perception of school including their learning in different subjects, the support they receive, and their wellbeing at the Academy.

The progress and achievement of individual students is also monitored regularly. This takes place through termly Pupil Progress Reviews in which the SEND leadership team meet to discuss the progress of all students with SEND at the Academy. This draws upon the following data to evaluate extent of student progress:

1) Rate of Attendance
2) Behaviour Points
3) Assessment Results

The Pupil Progress Review assigns that appropriate wave of intervention for a specific student, and review's whether the young person is accessing the appropriate stage of graduated response to promote pupil achievement and reduce the barriers to success that may be presented by an additional need. The monitoring of this policy is based on regular review via Oasis South Bank's line management system.