The Oasis Way

Oasis Academy South Bank

SEND Handbook

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Date modified	5th October 2026

TABLE OF CONTENTS

The Oasis Way SEND Handbook Intent 3

Lever 1: Our vision for SEND 4

1. True inclusion at the heart of the community at Oasis Academy South Bank 4
2. The graduated response at Oasis Academy South Bank 4
3. SEND leadership and management at Oasis Academy South Bank 5
4. Inclusive curriculum and environments at Oasis Academy South Bank 6
5. The Oasis Entitlement at Oasis Academy South Bank 8

Lever 2: Knowing every child 11

6. The child-centred approach at Oasis Academy South Bank 11
7. Pupil profiles and planning at Oasis Academy South Bank 12
8. Pupil voice at Oasis Academy South Bank 15
9. Working with families at Oasis Academy South Bank 15
10. Secure and successful transitions at Oasis Academy South Bank 16

Lever 3: Wave 1 Inclusive High Quality Teaching 19

11. Distributed leadership at Oasis Academy South Bank 19
12. Every teacher a leader of SEND at Oasis Academy South Bank 22
13. How we assess and respond at Oasis Academy South Bank 29
14. How we identify and intervene at Oasis Academy South Bank 32
15. How we secure progress at Oasis Academy South Bank 32

Lever 4: Wave 2 & 3 Interventions matched to need 35

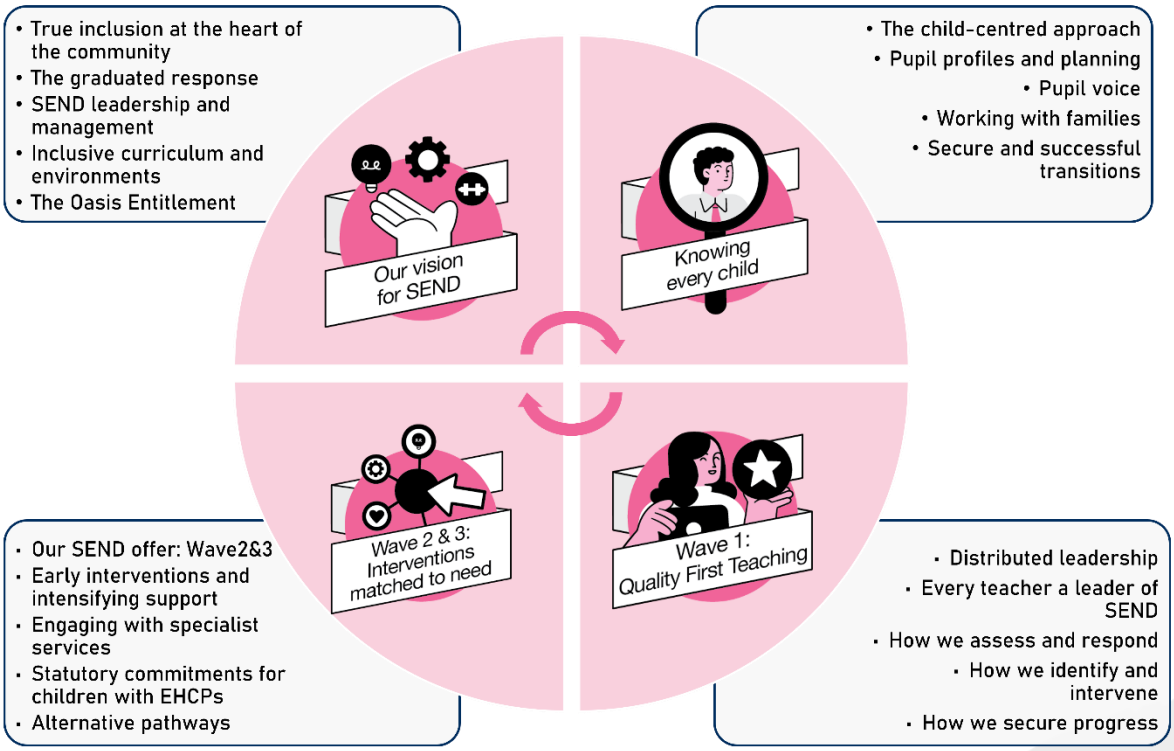
16. Our SEND offer at Oasis Academy South Bank 35
17. Early interventions and intensifying support at Oasis Academy South Bank 38
18. Engaging with specialist services at Oasis Academy South Bank 40
19. Statutory commitments to children with EHCPs at Oasis Academy South Bank 41
20. Alternative pathways at Oasis Academy South Bank 43

The Oasis Way SEND Handbook Intent

At Oasis, we believe in true inclusion at the heart of the community, driven through our ethos values of inclusion, equality, healthy relationships, hope and perseverance.

Through The Oasis Way for Inclusive Practice, we are continually refining our systems to support holistic inclusion for all pupils, encompassing Behaviour and Pastoral Care, Special Educational Needs and Personal Development to ensure that every child experiences genuine and transformational inclusion.

At Oasis Academy South Bank, we carefully plan our approach to inclusion, including our approach to Special Educational Needs and Disabilities, to ensure that the needs of all community members are met, and our children go on to fulfil their full potential. This SEND handbook provides an overview for staff of our approach to Special Educational Needs and Disabilities, encompassing our four SEND levers:



You can find out more about our SEND approach in our policy OASB_SEND_Policy_2023-24.pdf (oasisacademysouthbank.org).

This SEND handbook is designed to meet the needs of staff who want to understand how The Oasis Way SEND policy is localised at our academy, and how to secure inclusion for every child that they support.

Lever 1: Our vision for SEND

1. True inclusion at the heart of the community at Oasis Academy South Bank

Inclusion is at the heart of the Oasis South Bank community:

- We are **children-centred**, taking the time to know every child as an individual, and acting with integrity to ensure outcomes are best for the children who are part of Oasis South Bank.
- We are **strengths-based**, celebrating difference as an asset and seeking to identify and amplify the existing strengths, assets and capabilities of children with SEND as a springboard to promote increased connection, belonging, and progress.
- We take a **holistic**, whole-child approach, targeting personal, social and emotional growth alongside academic progress**.**
- We **work in partnership**, working with families and wider community members to facilitate genuine co-production about each child's provision.

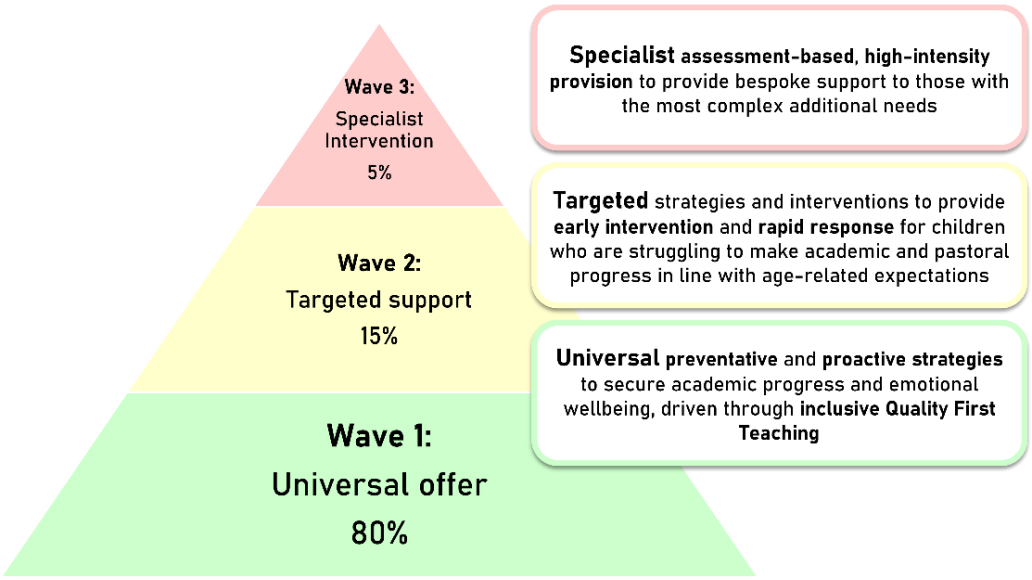
These principles guide us to create an academy vision that will secure true inclusion for children with SEND at the heart of our community:

At Oasis Academy South Bank, there are two end goal for students: to achieve 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 educational need or disability is necessary. This requires an ambition 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 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.

2. The graduated response at Oasis Academy South Bank

We use the graduated response approach to ensure that we offer a staged intervention plan that provides a coordinated approach to supporting pupil needs at every level.

The graduated response has 3 layers of support:



The content in levers 1, 2 and 3 outlines our universal offer for pupils with SEND. For further detail about our Academy offer at each wave, see Lever 4: Wave 2 & 3 Interventions matched to need.

3. SEND leadership and management at Oasis Academy South Bank

We recognise that, to achieve a truly inclusive culture, SEND leadership and management needs to reach far beyond the work of the SENDCo alone. Instead, there must be a whole-academy approach to SEND, in which every member of staff recognises their role as a leader of SEND in the academy. To create this culture, we focus on levels of leadership and responsibility.

Working with the academy leadership team	The Deputy Principal: Pastoral has ultimate responsibility for Students with SEND. Working with the Principal, there is evaluation and co-ordination of the Oasis South Bank SEND approach. The Principal and Deputy Principal meet weekly to monitor the Academy's SEN provision as well as the progress of students with SEN. Alongside this, the Academy also has an Assistant Principal who leads on Inclusion; they are responsible for the infrastructure that codifies the SEND approach. The Assistant Principal is line managed by the Deputy Principal, and they meet weekly to evaluate the universal approach to teaching students with SEND as well as interventions for these pupils.
Working with middle leaders	The SENDCo holds responsibility for students with SEND's journey through the Academy and how they engage with provisions to support their progress. They are directly line managed by the Deputy Principal, to ensure thorough monitoring and responsivity to students with SEND. Middle Leaders present data on students with SEND to SLT via termly Class Data Analysis tools, which are at subject and class level. This monitors the progress of students with SEND and tracks interventions.
Working with teachers	There are regular Culture Briefings which have focus on SEND each term; this provides teachers with action steps to support students with SEND.

	Alongside this, co-planning codifies the design of curriculum to challenge all students, including those with SEND, and ensure content is taught in an accessible manner. Alongside this, all teachers are aware of students with SEN via ClassCharts, which notes the SEND category of students on a teacher's seating plan. Additionally, Pupil Passports for all students with SEND are accessed via ClassCharts so that relevant information is easily available to members of staff.
Leading the SEND team	The AP: Inclusion meets the LSA team each Friday for a briefing on key strategy items or student updates. Alongside this, every Tuesday, the SEND team complete more bespoke training on interventions or deployment techniques. The SEND Leadership team monitor the progress of children with SEND through termly Pupil Progress Review meetings, which assess key academic and pastoral data, and assigns the appropriate wave of support to each student.

4. Inclusive curriculum and environments at Oasis Academy South Bank

As an Oasis academy, we deliver the Oasis curriculum to all children. All staff have the responsibility to ensure that this curriculum is delivered with appropriate adaptations to meet the needs of pupils with SEND.

- See Lever 3: Wave 1 Inclusive High Quality Teaching, for more information on how we support teachers with adaptive planning and responsive teaching.
- For children who require alternative curriculum pathways, please see section 20. Alternative Pathways in Lever 4: Wave 2 & 3 Interventions matched to need.

As well as the curriculum, we must also consider how inclusively our environment has been designed to remove barriers to learning for pupils with SEND. We make the following considerations when it comes to the environment:

Aspect	**Considerations**
Lighting	• Lighting is consistent in all rooms where possible, but adjustable for needs and for changing external factors e.g. bright sunshine affecting the visibility of Clevertouch screens
Sound	• Seating plans are used to ensure that all students are sat in the best position so that they can attend to what is being learned. • "Stop and drop". All staff are visible on corridors and stairways to ensure a calm and orderly transition to the next stage of learning. • silent transitions to ensure a calm and orderly move to the next stage of learning. • There is 'quiet lunch space' - in a classroom and students are invited to attend based on need to keep the environment quiet and calm.
Sensory supports	• Any necessary adoptions to lesson resources and the learning environment are made for students with sensory needs.

	• Equipment is made easy to access or alternative equipment is provided if necessary • Teachers check the position of the student at their desk and ensure equipment and resources are organised, within reach and students are sat appropriately.
Regulation supports	• Seating plans are used to ensure that all students are sat in the best position so that they can attend to what is being learned. • explicit and consistent routines at the beginning and end of all lessons. • line ups at the start of the day, end of break at the end of lunch so all students know where they need to be for the next stage of learning. • “Stop and drop”. All staff are visible on corridors and stairways to ensure a calm and orderly transition to the next stage of learning. • silent transitions to ensure calm and orderly movement to the next stage of learning.
Room layout and organisation	• The classroom environment is designed to reduce cognitive load through consistent implementation of seating plans, removal of clutter and the same layout of desks in most rooms. • Students are allowed to transition early with an LSA if necessary, e.g. if they have a physical disability or for regulatory purposes.
Clear expectations	• explicit and consistent routines at the beginning and end of all lessons. • line ups at the start of the day end of break at end of lunch so all students know where they need to be for the next stage of learning.
Displays and working walls	• Resources are designed to reduce cognitive load, with chunked information, text integrated into diagrams to avoid split attention, line numbers, dual coding, and frequent pause points.
Building belonging	• Every day each student has Personal Development Time (PDT), led by their House Coach, where pastoral needs can be addressed, and aspects of the personal development curriculum delivered including assemblies. • Our praise system is built around our values, house points are given out for positive behaviours, a Fab Four is awarded every lesson (who get 5 points). Awarding of points is explicitly linked to values and is communicated immediately to parents via the Class charts app. • There are half termly celebration assemblies where the achievements of students are rewarded and celebrated in each subject and whole school areas such as house points and attendance. • Clubs and extra-curricular activities are inclusive. In this year’s school production (Little Shop of Horrors) the ratio of students with SEND in the cast and crew reflected the school’s average.

	• A culture of academic curiosity is created in each classroom to encourage children to think independently, to express thoughts and opinions. "Can you predict… what do you think will happen next… what would you do if…" • Narrate the positive". Teachers publicly praise those doing the right thing, at the right time at award house points. • Private sanctions. When sanctions are given to individuals they are given as quietly and directly as possible e.g. move towards the student, move down to their level, make eye contact, use a firm but non-confrontational tone to deliver the sanction or instruction. • Right time. Staff should always make time to explain sanctions to students. If a student is removed from a lesson for any reason, staff should go to correction that day and have a corrective conversation with the student and call home to inform parents of the outcome. • Warm/strict. Teachers have high expectations of how all students can interact with staff and peers, this is so all students can reach their potential, achieve their dream job and become model citizens.

We quality assure the inclusivity of our curriculum and environments using The Oasis Way Inclusive Curriculum and Environments checklist: Inclusive Classroom checklist.docx

5. The Oasis Entitlement at Oasis Academy South Bank

All our pupils enjoy the Oasis Entitlement, a holistic offer and guaranteed set of opportunities during their time at the academy. This is part of our strategy across the trust, to ensure that every child has the chance to experience a wealth of exciting, inspirational and potentially life-changing opportunities. We ensure that children with SEND have full access to the Oasis Entitlement, and carefully monitor the participation of pupils with SEND to ensure that full equity of offer is available to all pupils. We particularly monitor participation in these four aspects:

Aspect	**Considerations**
Mental health support, including through specific pathways	Pupils with SEND may have higher incidences of mental health needs, particularly those with SEMH or neurodiversity, and may struggle to seek help due to communication needs. We provide the following pathways to mental health support for pupils with SEND: ➢ Regular universal mental health education, including in PSHCE, assemblies and Personal Development Time.

	➢ Allocation of a House Coach or Key Adult to all students who support with student wellbeing. ➢ Working collaboratively with the Senior Mental Health Lead to identify and support students who present mental health concerns. ➢ Utilising Place2Be for drop-ins to discuss and worries or concerns, as well as referrals for a program of counselling. ➢ Referring students to wider mental health support organisations including the OCL Mental Health Team, Oasis Hub Counselling, The Well Centre, or CAMHS.
Pupil leadership and pupil voice activities	Pupils with SEND may be overlooked or lack the confidence to apply when pupil leadership roles are made available, particularly if pupils are asked to self-nominate through formal application processes. We remove barriers to leadership roles for pupils with SEND by: ➢ Ensuring that all House Groups have a nominated Student Parliament Representative, of which many have an Special Educational Need. ➢ Prioritising students with SEND for wider year group responsibilities, included completing student receptionist work experience or being a student tour guide.
School productions, sports teams, music lessons and after-school clubs	We carefully track and monitor the engagement of pupils with SEND in school productions, sports teams, music lessons and after-school clubs to ensure that they are supported to participate fully in enrichment activities to build belonging, develop skills and increase wellbeing. We do this by: ➢ Regularly sign-posting students with SEND and their families to appropriate and motivating club opportunities within the Academy. ➢ Embedding extra-curricular into the SEND review process to ensure this is elevated among our students with SEND. ➢ Providing opportunities and roles within extra-curricular opportunities, including the annual whole-school production with is heavily represented by students with SEND.
Residential trips, educational visits and	Pupils with SEND often experience barriers to accessing residential trips, visits and careers pathways. We use data to track and monitor the participation of pupils with SEND in these opportunities by:

careers opportunities	➢ Tracking the proportion of different student groups who have attended extra-curricular opportunities, including the visits and trips that they have experienced. ➢ Embedding educational trips and visits into the curriculum so that they are attended by all student groups. ➢ Teaching our Aspire curriculum to advance career education and opportunities for all students, including those with SEND.

Lever 2: Knowing every child

6. The children-centred approach at Oasis Academy South Bank

We recognise the importance of knowing every child as an individual in order to appropriately celebrate and amplify their strengths and respond to their specific areas of need to secure progress for every pupil with SEND. For this reason, we take a children-centred approach to Special Educational Needs and Disabilities, in line with recommended guidance in the SEN Code of Practice (2015).

We do this by ensuring that genuine co-production is built into our systems and practices, with pupils, families and staff. See more details about how we do this in the table below:

Aspect	Students	Families	Staff
Co-design of provision	*Student voice is gathered in initial SEND Induction Meetings. These meetings collect student voice on strengths, aspirations, and strategies to foster progress. This is recorded on Pupil Passports for Academy staff to view and understand student contexts.*	*Family voice is captured during the initial SEND Induction meeting at the start of the year. This is fundamental is the design of interventions to support a student with SEND, and the co-production of strategies to meet the needs of the child. Pupil Passports are available for parents to see throughout the Academic year.*	*Academy leaders have designed proactive pathways for pupils to ensure students with SEN fulfil their potential. This includes the codified universal approach to high quality teaching as well as effective and purposeful interventions to reduce barriers to learning.*
Co-decision making about provision	*Student works with Keyworker when they are creating Pupil Passports to ensure there is a focus on provisions and strategies that student understands and engages with.*	*Parent/ Carer voice is gathered before any decision about a new provision for a student, ensuring that decisions around a child's provision is made to benefit their learning and wellbeing.*	*The SENCo attends twice termly Spotlight panels to design and implement interventions that are targeted to supporting individual students when the universal approach may not be effective.*
Co-delivery of provision	*Student voice and feedback is regularly gathered by LSA team to feed into the delivery of the provisions and interventions. Students partake in three SEN reviews per year to ensure their views are promoted in provisions to support SEND.*		*Teachers use Pupil Passports to ensure that they are support students with SEND. All students with SEND have 'Golden Tactics' which are precise techniques to harness the strengths of the child and accelerate their learning.*
Co-evaluation of provision	*Student voice is gathered each year as part of the LSA student voice specialism, and within the*	*Alongside termly academic reports and regular behaviour and attendance*	*Members of the LSA team will record interventions through the ClassChart SEND support tile,*

	three SEND reviews each year.	*communication, families are invited to three SEND reviews each year. In this, families can reflect upon student's targets and interventions in place to support progress.*	*reporting on student observations via the SEN Drop-In tile. The progress of students SEND is reviewed by the SEND leadership team during Pupil Progress Reviews three times a year.*

7. Pupil profiles and planning at Oasis Academy South Bank

We have a number of tools to support the development of pupil profiles and planning for pupils with SEND. Some of our tools meet the need of capturing pupil voice directly, some of capturing adaptations to the learning and environment, and some of planning and reviewing provision. It is important that all staff understand the purpose of these tools and how they are used to support child-centred practice. You can find details of our tools and how they are used in the table below:

Tool	Purpose	How they are used by staff
Pupil profiles	A clear one pager on each student on the SEND register. These include main areas of need, specific targets and strategies that staff can use to support the student. Wave 1,2 and 3 interventions are all listed so that staff can easily see what support the student is receiving. Every student's pupil profile is reviewed three times a year with parents and notes of these reviews are included in the passport.	Staff can access the pupil profiles via Classcharts by clicking on SEN and then 'current pupil passport'. All staff are expected to refer to these regularly as they are often updated and are the main source of information on SEND for teachers. Seating plans must reflect key recommendations made in the pupil profiles, as well as teaching approaches and adjustments for individual pupils. Review 1 and review 2 are completed by a variety of staff including house coaches, subject teachers and the SEND team – this ensures that staff are engaging properly with the profiles and are aware of how they are created and updated throughout the year. Review 3 is completed by the SEND team.

EHCPs	Identifies the student's individual needs and outlines what additional provisions are needed for their needs to be met.	All staff can access EHCPs in the SEND folder on Teams and can gather a detailed overview of the student's individual needs. This helps to inform their planning and relationship building with students.
Spotlight plans	Created for students who are cause for concern due to attendance, behaviour or SEND challenges. Clearly outlines the action plan in place.	Staff who are assigned responsibilities for a student are alerted on provision map so that they are aware of next steps. All staff can view spotlight plans on Classcharts
Baseline Assessment Tools: NGRT reading and spelling; Numeracy testing	Holistic data is gathered for students on the SEND register to inform what provisions they will need and to address any gaps for literacy and numeracy.	Assessment Data appears on Classcharts when teachers click 'flip cards'. This provides constant reminders to teachers about a student's current level and allows them to plan effectively. Baseline data is then reviewed at the end of the year to monitor progress
Pupil progress review	Termly meeting to review our SEND register, taking into consideration attainment data, behaviour data and attendance data. Increase/decrease of provision is implemented as a result	The SEND team holds a termly Pupil Progress Review meeting which analyses the academic and personal progress of all students with SEN, allocating appropriate interventions for students as required.

Use of TES Provision Map to support pupil profiles and planning

As an Oasis secondary academy, we use TES Provision Map to support our planning for pupils with SEND

Child-centred Pupil Passports:

All pupils with SEND at our academy have a pupil passport written into Provision Map. Our pupil passports provide a one-page profile summarising SEND needs to support teachers and other academy staff to get to know the pupil quickly and understand how best to support them in their learning and wider development. Our pupil passports are made in consultation with the child and family, given them a voice in their learning and support. They provide staff with an

overview of the top 3 Wave 1 Quality First Teaching strategies that teachers should apply to support learning in the classroom, as well as a summary of the Wave 2 & 3 interventions which are in place for each child.

All staff are expected to engage with pupil passports to secure progress for pupils with SEND:

Where to find them	On Classcharts
How to use them	Teachers regularly open the Pupil Passports for their SEND learners to check what strategies they can use in lessons to support them. This should also be consulted when designing a lesson plan and when planning circulation routes around a classroom. Teachers should know the main area of need for all their SEND students and strategies should be clearly in place in every lesson. Targets are included on this document in order to centralise all information regarding the student's needs and progress. Teachers can easily see how and when these are updated due to the 'review' tiles at the bottom of the document.
How we review impact	Regular teaching and learning drop ins and observations with SEND team, Heads of Department and SLT. SEND Quality Assurance Cycle- captures student voice on whether the strategies are working for them. Assessment data- 3 assessment points throughout the year monitor the impact of provisions on student progress. Reviewed in termly pupil progress review after data drop. Passports updated as necessary Behaviour and Attendance data- Reviewed in termly pupil progress review after data drop to monitor if students are responding to the strategies in place. Passports updated as necessary
How often they are updated	Targets and information updated three times a year: Review 1 = in September induction 1:1 meetings Review 2 = at progress afternoon Review 3 = in summer 2 – meeting with SEND team during INSET Individual passports updated if new information arises (eg new diagnoses are confirmed) or situations change (eg use of iPad in lessons instead of writing/ adaptations to behaviour policy for various reasons)

8. Pupil voice at Oasis Academy South Bank

We recognise the importance of pupil voice throughout SEND processes, including identification, assessment, action planning and review. We do not assume the views of children about their experiences, strengths, needs and provision. Instead, we use a range of tools to work with pupils with SEND to listen to their voices and reflect their views in the provisions that we make.

We use the following tools to gather the voices of pupils with SEND:

Tool	**How we use it**
Student voice groups	Student voice is captured by one of our LSAs through weekly small group and 1:1 discussions with our SEND students. This is fed back into the SEND team and shapes adjustments where necessary
LSA mentoring	Many of our students with SEND have 1:1 LSA mentoring each week where they can discuss challenges that they are facing and issues can be solved quickly.
Termly survey	A student survey is sent out to all students every term which captures views and feedback on all aspects of academy life, including SEND provision and inclusion. Results are fed back to the SEND team to shape adjustments where necessary
SEND reviews	All students on the SEND register have three reviews a year in which their views are captured and included in their pupil passport.
Student parliament	SEND students are represented on the student parliament. They meet weekly and have had huge impact on some of the key changes that have taken place recently at OASB including the school day structure

9. Working with families at Oasis Academy South Bank

We take a solutions-focused approach to working with families, ensuring that we centre their voices alongside the voices of their children in the design, implementation and review of provision.

There are 10 core principles of the solutions-focused approach:

1. The **child, family and professionals work collaboratively** in the development of provisions for students with SEND; the voices of all stakeholders are valuable.
2. **If something works, do more of it-** focus the most attention on what currently or historically has worked to promote positive change or hope.
3. If something is not working, **do something different**.
4. A **small change can initiate a solution-** large and complex problems sometimes only require small and simple solutions, or these simple changes are what is available to us.

5. **People have the necessary resources** to make change possible.
6. **Language is powerful and should be reframed** to focus on solutions rather than problems (*if that wasn't happening, what would be happening instead?)*.
7. **Co-operation enhances change**, all involved need to sign up and believe the goal is achievable and worthwhile and be directed towards a central shared goal.
8. **The problem is the problem, not the person.**
9. No problem happens all of the time, **there are always exceptions-** focus on the times, spaces and opportunities when the exceptions arise.
10. **Pre-suppositional** language supports the reflection of positive outcomes. There is a difference in how we respond to 'has anything gotten better?' and 'what has gotten better?'

10. Secure and successful transitions at Oasis Academy South Bank

We ensure that our pupils with SEND have secure and successful transitions between year groups, phases and establishments, by carefully planning how we engage with families, pupils and wider professionals.

Engaging with families: For a child to have a successful relationship with the academy, we must first ensure that the family has a successful relationship with us. We do this by:

Strategy	**How it supports transition**
1:1 induction meetings in September	All students have the opportunity to discuss the year ahead and look at their timetable and their pupil passport. Parents are present for these meetings
Summer 2 SEND review meeting	In-person meetings with parents and student to review the year and to update the pupil passport accordingly as well as look ahead to the upcoming year.
Enhanced SEND transition for year 6 into 7	SENDCo and Deputy SENDCo visit primary schools to meet with teachers, students and families of our year 6 SEND learners in the summer terms before they join us. Extensive knowledge of the student is gathered to allow for successful transition.
Y6 summer school	Week long summer school for incoming year 7s – SEND students and their families have the chance to get to know staff and raise any concerns before the start of term

Annual Reviews	Annual reviews for students with EHCPs ensure yearly and key stage transitions are planned for in detail, considering the full range of needs of the student.

Engaging with wider professionals: Professionals who have worked closely with the pupil will have a wealth of information that can support proactive planning. We engage them by:

Strategy	**How it supports transition**
Deputy Principal and SENDCo	Our Deputy principal (pastoral) along with our SENDCO has built strong relationships with a multitude of external agencies that we collaborate with to ensure our Wave 2 and 3 provision is suitable for the needs of SEND learners. Our Graduated Response Menu indicates the range of professionals that we collaborate with.
Students with external agency support recorded on pupil passport	If a student is accessing wider professionals, this information is displayed on their pupil passport.
Safeguarding Lead collaboration with Professionals	Safeguarding and notes from external professionals are shared Via CPOMS or via paper files from the primary schools

Engaging with pupils: Pupils with SEND often find transitions more difficult than pupils without SEND. We support them by:

Strategy	**How it supports transition**
Enhanced transition package for SEND students	Transition tours and additional days at OASB are offered to students who need it so that they become familiar with the environment and staff. Summer School is offered to all of our SEND learners and provides an opportunity for students to participate in team-building activities with their peers.
Bespoke year-to-year transitions	Some students require more enhanced transition between year groups (and especially into 6th form). The LSA mentors support this process by sharing the student's new timetable with them earlier. Taking them to meet new teachers they may have and offering consistency from one year to the next

	in terms of mentoring. This helps to prepare the students for the changes that they face.

Lever 3: Wave 1 Inclusive High Quality Teaching

11. Distributed leadership at Oasis Academy South Bank

For children with SEND to make progress, every lesson counts. This means that they need fantastic teaching every minute of every day.

Distributed leadership supports Inclusive High Quality Teaching by ensuring that:

- Everyone is clear on their role in supporting the progress of children with SEND
- Everyone is given specific responsibilities to lead effectively in their areas
- Effective systems and processes exist to support all leaders to hold each other (and themselves) to account to secure progress

At Oasis Academy South Bank, we support all = staff to drive the quality of education for learners with SEND, by making clear the roles and responsibilities of each member of staff:

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.
Assisstat 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.

We also make clear the roles of specific staff in a range of key SEND systems and processes

1. Adaptive planning and responsive teaching

Senior leaders	Ensure that adaptive planning and responsive teaching is represented as a priority in the Academy Localised One Plan and in all strategic decision making across the academy. Ensure that a rigorous Quality Assurance Cycle is in place for all subjects to monitor the effectiveness of adaptive planning and responsive teaching.
SENDCo	Coordinate with AP for Inclusion, AP for T&L and AAP for ITT/ to ensure all teachers know the strategies to use for adaptive planning and responsive teaching and have had time for deliberate practice.
Middle leaders	Contextualise whole school adaptive planning and responsive teaching strategies for their area of leadership and organise implementation through co-planning
Classroom teachers	Implement adaptive planning and responsive teaching.
LSAs	Implement adaptive planning and responsive teaching.

2. CPD to support SEND learners.

Senior leaders	Ensure that CPD is mapped out across the year and there is a structured approach that reflects the academy priorities. Ensure that there is high-quality of delivery of CPD and that it is personalised for staff where needed. Ensure that CPD is research-informed from the most up-to-date literature. Ensure that adequate time is given to teachers for their professional development and that time for deliberate practice is built in. To use systems to monitor the effectiveness of CPD e.g. Steplab.
SENDCo	Work with Assistant Principals for Teaching and Learning and Inclusion and the AAP for ITTs/ECTs to support the delivery of CPD.
Middle leaders	Contextualise whole school adaptive CPD for their area of leadership and organise implementation through co-planning
Classroom teachers	Implement strategies from CPD in lessons
LSAs	Implement strategies from CPD in lessons

3. Pupil passports

Senior leaders	Ensure that the use of Pupil Passports is written into academy systems and policies, that each passport has 2-3 'Golden Tactics' (wave 1), specific to each student with SEND and to use quality assurance cycles to monitor impact and changes
SENDCo	Coordinate the selection of wave 1 strategies with the APs for Inclusion and Teaching and Learning and ensure that the impact of these strategies is reviewed, and changes made as necessary.
Middle leaders	To contextualise Golden Tactics for areas of leadership to support implementation through complaining
Classroom teachers	Implement the Golden Tactics as per the passport
LSAs	Implement the Golden Tactics as per the passport

4. Individual Learning Plans (ILPs)

Senior leaders	Ensure that the use of Individual Learning Plans (amalgamated with Pupil Passports) is written into academy systems and policies and to use quality assurance cycles to monitor this.
SENDCo	Ensure that all learners with SEND have an Individual Learning Plan that includes SMART targets and there is a system to review these regularly.
Middle leaders	Use formative and summative assessment data to feed into the Individual Learning Plans.
Classroom teachers	Use formative and summative assessment data to feed into the Individual Learning Plans.
Teaching Assistants	Support SENDCo in ensuring that all Individual Learning Plans have SMART targets that reflect the individual and that they are reviewed regularly.

5. Annual reviews

Senior leaders	Ensure that there is robust monitoring of Annual Reviews through SEND quality assurance cycle, to ensure that all statutory duties and timeframes are met. To ensure there is adequate time given to SENDCo and Director of Resource Base to complete Annual reviews. Ensure that there is a comprehensive Wave 1, 2 and 3 offer at the academy to meet the section F provisions for learners with an EHCP.
SENDCo	To liaise with families and local authority to ensure Annual Reviews are conducted within the statutory time frames. To ensure that outcomes outlined in section F are met through the student's timetable and to seek adequate funding from the local authority, to enable the academy to meet the needs of learners with EHCPs. To monitor the effectiveness of the provisions, using Individual Learning Plans to track progress.
Middle leaders	Support classroom teachers, through training and time allocation, to read EHCPs and feedback any observations of the SEND learner that needs to be represented at the Annual Review.
Classroom teachers	Respond to SENDCo's 'School Robins' requests for information on SEND learners that will help inform the Annual Review. Ensure that assessment data is accurate and up to date.
LSAs	Support SENDCo through attending Annual Reviews (where necessary) as the child's keyworker. Feedback any observations of the SEND learner to the SENDCo.

12. Every teacher a leader of SEND at Oasis Academy South Bank

"**6.36** Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered."

- *SEND Code of Practice (2015)*

In line with the SEND Code of Practice (2015), our academy recognises that teachers are responsible and accountable for the progress of children with SEND.

We support our teachers to deliver Inclusive High-Quality Teaching in our academy by providing specific guidance on the strategies that best serve our learners to make progress. This are strategies that are used by all staff for all students, but also benefit students with SEND.

COMMUNICATION AND INTERACTION

- vocabulary and concepts are taught explicitly, placed in context, and illustrated with concrete examples.
- turn and talk tasks are structured to maximise the quality of student expression and demonstration of understanding.
- a culture of error is created in each classroom. Whereby error is normalised as part of the learning process, attempts to answer questions and learning from mistakes will be valued.
- A culture of academic curiosity is created in each classroom to encourage children to think independently. “Can you predict… what do you think will happen next… what would you do if…”

COGNITION AND LEARNING

- Warm/strict. Teachers’ have high expectations of what all students can achieve. There is no lowering of the bar, but there is scaffolded support. This is so all students can reach their potential, achieve their dream job and become model citizens.
- Seating plans are used to ensure that all students are sat in the best position so that they can attend to what is being learned.
- Each lesson starts with a do now that is structured to ease cognitive load and for recall of key information required for the lesson.
- SLANT routines are used to orient attention on what needs to be learned. Cold call used to check understanding, correct misconceptions and to stretch. It is used to ensure that all lightbulbs are on.
- Direct instruction of new content, vocabulary, and concepts - placed in context with concrete examples.
- Turn and talk is utilised practise new vocabulary, content, and concepts before independent practise. This is a test bed for ideas - and a chance for students to develop fluency and confidence.
- Regular, planned, and structured check for understanding points are present throughout each lesson.
- Improvised CFU points are present, based on teacher assessment of data collected in the lesson.

- Independent practise is scaffolded and sequenced to ensure students are in the 'struggle zone'. Scaffolding is adjusted over time as necessary.
- Whole class feedback, such as show call, is used to celebrate success and to model success to improve the quality of feedback.
- At each of the points above teachers intentionally circulate following a planned route - hunting not fishing - for students' responses.
- Each of the points above generates data that can be used to decide when a misconception needs to be addressed, or a reteach delivered or if students can be moved on/stretched.

SOCIAL, EMOTIONAL AND MENTAL HEALTH

- Seating plans are used to ensure that all students are sat in the best position so that they can attend to what is being learned.
- explicit and consistent routines at the beginning and end of all lessons.
- line ups at the start of the day, end of break at the end of lunch so all students know where they need to be for the next stage of learning.
- "Stop and drop". All staff are visible on corridors and stairways to ensure a calm and orderly transition to the next stage of learning.
- silent transitions to ensure a calm and orderly move to the next stage of learning.
- a culture of error will be created in each classroom. Whereby error is normalised as part of the learning process, attempts to answer questions and learning from mistakes will be valued.
- A culture of academic curiosity will be created in each classroom to encourage children to think independently, to express thoughts and opinions. "Can you predict… what do you think will happen next… what would you do if…"
- "Narrate the positive". Teachers publicly praise those doing the right thing, at the right time at award house points.
- Private sanctions. When sanctions are given to individuals they are given as quietly and directly as possible e.g. move towards the student, move down to their level, make eye contact, use a firm but non-confrontational tone to deliver the sanction or instruction.
- Right time. Staff should always make time to explain sanctions to students. If a student is removed from a lesson for any reason, staff should go to correction that day and have a corrective conversation with the student and call home to inform parents of the outcome.

- Warm/strict. Teachers have high expectations of how all students can interact with staff and peers, this is so all students can reach their potential, achieve their dream job and become model citizens
- The strategies from cognitive and learning section provide students with clear instructions and regular feedback that gives them the confidence to succeed and make progress.
- Each student has a House Coach, Head of Year and Key Stage Pastoral lead who are daily points of pastoral contact for wellbeing.
- At the start of each academic year there is an induction process that outlines the roles and responsibilities for staff and students and the systems that are in place to support these. At the start of each term there are reminders and refreshers.
- Every day each students has Personal Development Time (PDT), led by their House Coach, where pastoral needs can be addressed and aspects of the personal development curriculum delivered including assemblies.

SENSORY AND PHYSICAL

- Seating plans are used to ensure that all students are sat in the best position so that they can attend to what is being learned.
- explicit and consistent routines at the beginning and end of all lessons.
- line ups at the start of the day end of break at end of lunch so all students know where they need to be for the next stage of learning.
- “Stop and drop”. All staff are visible on corridors and stairways to ensure a calm and orderly transition to the next stage of learning.
- silent transitions to ensure a calm and orderly move to the next stage of learning.
- Any necessary adoptions to lesson resources and the learning environment are made for students with physical disabilities.
- The classroom environment is designed to reduce cognitive load through consistent implementation of seating plans, removal of clutter and the same layout of desks in most rooms.
- Resources are designed to reduce cognitive load, with chunked information, text integrated into diagrams to avoid split attention, line numbers, dual coding, and frequent pause points.
- Teacher talk is planned to reduce cognitive load with images or small amounts on text on slides – never both. Regular pause points, explicit teaching of new vocabulary, concepts and processes, sentence stems for turn and talk tasks.

At OASB our students with SEND are our Golden Children and so we have Golden Tactics to ensure that they can achieve their dream job and become model citizens. The Golden Tactics are a bank of more specific wave 1 interventions centred on each students' areas of need.

Oasis Academy South Bank SEND Offer: Golden Tactics
Communication and Interaction
• **Warm calling**: let a student know in advance the question you will ask them, especially if response is to be in front of whole class. For example, when circulating during a turn and talk "That's an excellent answer Sammy, I'm going to ask you to repeat that to the whole class" or during a do now, "Sammy I'm coming to you for question 3 feedback" or at the start of some text "Sammy, you will pick up at line 7". Give additional thinking time plus a prompt, ask a question and be explicit that you don't expect an immediate answer. "Sammy, how did militarism cause World War I? I'm going to come back to you in a minute for your answer – Your answer will start with "Militarism caused WW1 because it meant that Britain and Germany were… (write this down in their book or on the board if an additional scaffold is needed) • **Prompt Turn and Talk:** preplanned turn and talks will have sentence stems on the board. For any improvised turn and talks, write sentence stems on the board or in the student's book. At the start of the T&T, circulate to the student immediately and re-prompt to get them started if necessary. Put them next to a forgiving partner, someone who will enable a culture of error and participation rather than disengage if someone is struggling. Verbally prompt students if necessary – even though this is not generally best practice for turn and talks. "Let's get started, 'The scorpion symbolises treachery because'…"
Cognition and Learning
• **Live Scaffold**: use additional understanding checks when explicitly teaching new vocabulary, concepts and steps in a process. By providing additional verbal questions, sentence stems, faded examples. When issuing a cue, ensure this is verbal as non-verbal cues may be challenging to understand, "Mason, keep that pen moving you have – move on to the next question in 2 minutes , in a clear and low tone • **Bullet Proof Explanations**: a mini reteach may be productive to ensure understanding is secure before independent practice starts. If you have an additional adult in the room, implement the switch to enable you to spend more time supporting, prompting, and stretching as necessary. See Steplab for actions steps for the switch. • **Priority Circulation**: Always make this student the first and last stop on your circulation route. Use the first stop to check understanding of the task and re explain if necessary. Use the second stop to give feedback – see Golden Independence below. • **Chunked Independence**: during independent practice, mark on the exercise book page the number of lines, or on the worksheet the number of questions, you expect the students to have completed by a certain time. "You are great at these Mason, I'll be back in two mins and will check your answers up to number 3 – you should have got there by then! (circle/highlight number 3 on his worksheet)" Come back after two mins and praise what completion there has been – don't sanction unless no work at all. Then add in additional prompts "Remember to simplify… remember the units" or by adding connectives to sentences "Ok, you have correctly written in French 'They ran', excellent, now add "because…". Or check understanding "How did you get this to this answer, talk me through your working out". Or stretch "Well done you have nailed this, now let's try question 5 which has negative numbers".

Social, Emotional and Mental Health

- **Strong Start:** Lots of praise and opportunities for success – 'catch them being good' - within first 2 minutes of the lesson. Secure success early by providing a verbal direction at entry, e.g "Morning Maria, we are taking our seats silently and starting with Q 1 on the do now", then catch the student being good and positively frame this. After 2 mins "Maria's already on question 3 what golden start!"
- **Bulet Proof Instructions:** Use simple language and vocabulary, avoiding idiom and metaphor. Begin with non-specific reminders 'I'm waiting for 2 people on the back row', when the student's pen starts moving, "all pens on the back row now moving, excellent". When issuing a behaviour cue, ensure this is verbal: Maria, eyes tracking the front', in a clear and low tone. Use visible timers, and verbal reminders to ensure the young person understand expectations on timings for each task; continue to narrate this, for example: 'Two minutes to go, keeping our pens moving'.
- **Explain the Rationale**: Provide a verbal checklist to maintain on-task behaviour; when student is off task prompt the pupil to opt in using the following: 1) Private conversation "I know you can do this, you were great at this last lesson… How can I help you get started?' 2) Writing a sentence starter 3) Scaffold for the question – break it down into steps, fade a model answer (complete the start or end of the answer and the student completes the rest). Emphasise equity in scripting around behaviour directions, for example: 'It has to be a demerit for talking, as this is the same expectation across the rest of the class'. Give additional processing/ thinking time including take up time before following instructions, this can be done by zooming in, issuing an instruction, and zooming out whilst assuming compliance. For example, Jessica hasn't completed the number of questioned specified in the do now and has not got her planner on her desk. Move towards Jessica and in a low but clear tone "It's going to be a demerit for not completing the do now, this is same the same expectation as the rest of the class. Put your planner on your desk, thank you". Then move away from Jessica and circulate round the rest of the class.
- **Keep it consistent**: Maintain consistency with a seating plan and give warning when you are changing it – this needed be in advance of the lesson beyond line up in the corridor before the lesson starts. (Think about students who are moving around the student with SEMH rather than them moving.) "Morning everyone, there is a new seating plan today. If you have any questions about the seating plan please email me or come and see me in the Undercroft at lunch. I can't make any changes or answer any questions right now as it is the start of the lesson."

Sensory and Physical

Golden Tactics for these students will often be specific tactics from EHC and support plans. However, some generic tactics include:

Hearing impairment

- Use simple straightforward language.
- Emphasise points using visual cues.
- Refer to students by name at the start of a directed question.
- Allow extra processing time to respond.
- Don't wander around the room.
- Be aware of other noises which interfere.
- Consider fire arrangements.
- Turn any radio microphones off before having a private conversation!

Visual Impairment

- Use student preferences for layout or resources.

- Environment: Consider access to room, seat position and participation tasks through use of the seating plan, keep the room uncluttered, allow early transition, store equipment where the students can independently access it, support usage in line with needs, consider alternative equipment if necessary

Gross motor difficulties

- Adapt means of participation to ensure needs are met. Use of iPad, scribe or recording verbal answers.
- Environment: Consider access to room, seat and participation tasks through use of the seating plan, keeping the room uncluttered, allowing early transition, store equipment where the students can independently access it, support usage in line with needs, consider alternative equipment if necessary

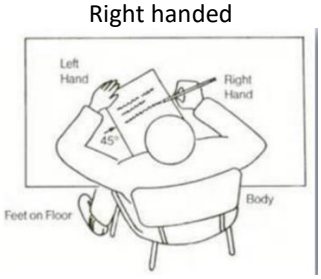
Fine motor difficulties

- Consider impact of tasks on fine motor skills such as handwriting by allowing extra time to complete tasks, use of alternative recording such as scribes, iPads voice recording

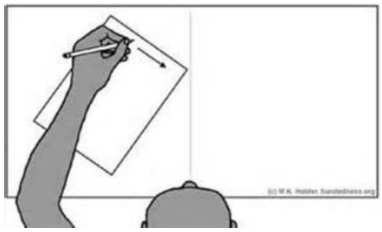
Sensory processing

- Ensure the students is set up physically for productive working:

Right handed



Left handed



Tourette's

- Do not comment or respond to tics.
- Do not ask a student not to tic.
- Allow students time out to release tics safely.
- Be alert to mimicking, teasing and exclusion.
- Reconsider school behaviour strategies to accommodate personal tics.
- Be aware of medication side effects.

Our approach to continuing professional development (CPD) ensures that all staff have the support they require continually improve their teaching practice for the benefit of all learners, including those with SEND. Our processes for supporting the development of Inclusive High Quality Teaching are explained below.

Type of support	**Our academy CPD offer**
Whole-staff CPD	• Weekly CPD on T&L Foundations (Wave 1)
Small-group CPD	• Weekly LSA coaching. • ITT and ECT CPD sessions

	• Sessions for teachers of specific students and specific needs • Expert Coaching
Individual teacher development	• Termly meetings and feedback for individual teachers on the implementation of Golden Tactics and other wave one strategies

13. How we assess and respond at Oasis Academy South Bank

6.38 In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals. […]

6.40 Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

-SEND Code of Practice, 2015

In line with guidance in the SEND Code of Practice (2015), we support our staff to use a range of data sources to assess and respond to learners who may have additional or special educational needs:

Transition data	Transition Spreadsheet collates primary teacher observations of child, KS1 and 2 assessment data, attendance data, SEND needs. This information is used to create One Page Profiles, set the students into appropriate classes and for SENDCo to present on the needs of individual learners at the September INSET day. During 1-to-1 meetings in September, the Pupil Passport is co-produced with families to ensure it is relevant and reflects wider stakeholder voice.
In-class data	Do Now retrieval. Cold call, turn and talk, and show call responses. Independent practice.
Curriculum assessments	Termly Post-Assessments in subjects, reported to parents. End of Year exams.
Targeted assessments	NGRT reading assessments- completed every year for all students Access Arrangements Assessments SEND Screening Tools

To support teachers who are concerned that a learner in their class is not making expected progress, we use the four-part Assess, Plan, Do, Review cycle. In our academy, we have an

expectation that three cycles of Assess, Plan, Do, Review will be completed as part of our assessment process before a learner is added to the SEND register; **these are embedded into Pupil Passports to ensure all information is in a central and single place**:

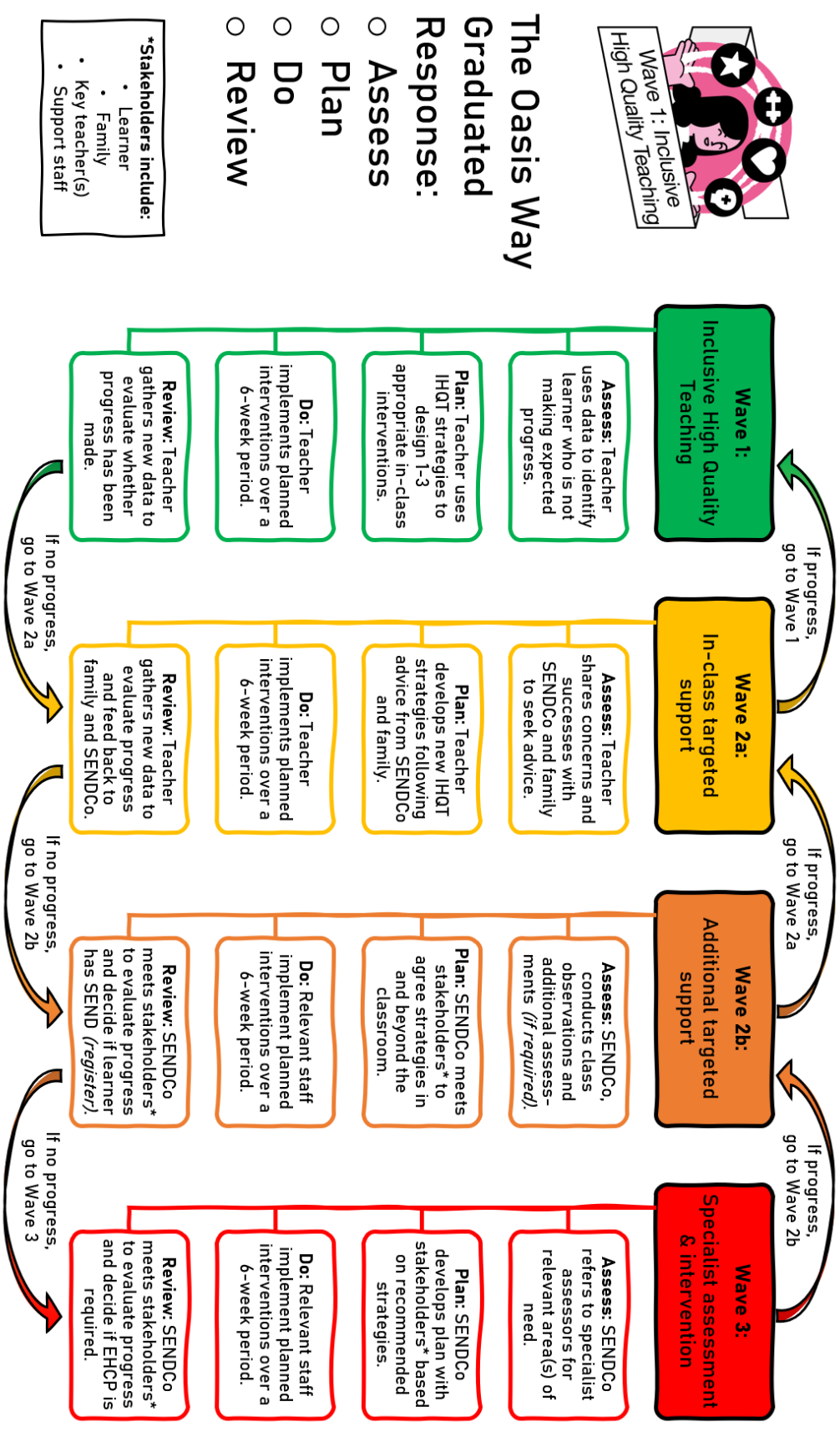
Cycle 1	**Teacher led** through intentional and targeted use of Wave 1 'Golden Tactic' strategies.
Cycle 2	**Teacher led** through Wave 1 'Golden Tactics' following advice from **SENDCo & family,** as well as shared review of target and provisions allocated as required.
Cycle 3	**SENDCo directed** Wave 1 and 2/3 interventions following **observation**, **assessment** and **consultation with child and family,** as well as secure period of Pupil Progress Review.

In line with Oasis guidance, there are three different aspects that are taken into account when deciding whether to add a learner to the SEND register

1. **A record of concern is logged by an member of staff at the Academy, or is raised via a parent.** A round robin is then completed and highlight concerns, and an external agency screening referral is made.
2. The pupil has a **formal diagnosis of an additional need** *(e.g. ADHD, hearing impairment, etc.)* that staff need to know to provide appropriate classroom provision; and/or
3. The pupil has a legally binding **Education Health and Care Plan**

Staff can find our SEND register to gather information about their learners with additional or special educational needs by accessing this on their ClassCharts account, which highlights students with SEND as well as the support plans in place for this child.

A flowchart of how we assess and respond can be found below:



14. How we identify and intervene at Oasis Academy South Bank

At our academy, we use a range of systems to support teachers to identify and intervene with learners who are not making expected progress, including those with SEND:

Aspect	Why we do it	How we do it	When we do it
Pre planned: Golden Tactics	Wave one interventions that are tailored to the specific SEND needs or each student – our Golden Tactics	Utilising data from support plans and EHCPs, input from SENCO, AP T&L and AP inclusion and student focussed drop ins to formulate strategies	Every lesson, with half termly review of impact to inform any necessary changes or adaptions
Formative – during the lesson: circulate, notice, respond.	To gather data on how students are progressing during each part of the lesson and use this to inform next steps; 1. Prompt and support 2. Reteach 3. Stretch	Use contextualised seating plans to plan route, 'hunt not fish' (know exactly what to look for) and use this as a basis to implement n step 1,2, or 3.	During every lesson sequence. • The do now • Check for understanding during exposition • During application tasks • During independent practice.
Summative: Class Data Analysis	To identify patterns and trends following assessments and use this to plan interventions	Data is analysed for all students against prior assessment data and/or target outcomes. Interventions and adaptations or modifications to planning and delivery of support are made as a result	After every data drop.

15. How we secure progress at Oasis Academy South Bank

15.1 Maximising the effectiveness of learning support staff

We recognise the importance of learning support assistants in securing progress for learners with SEND.

For this reason, we deploy our learning support team through four strategies in order to to support progress and to improve outcomes for our students with SEND.

Our learning support team provide support to wave 1 inclusive high-quality teaching by implementing our signature strategies for learning in the classroom: **See list of wave one strategies in section 12**

We train our learning support team to work with classroom teachers to use a range of deployment styles to support learning in the classroom:

Strategy 1: LSAs not to be used as an informal teaching resource.

• If attached to a class, this must be planned and strategically considered – primary style general deployment to class with higher range of need. CPD time given to perfect the switch in context of that class – content, seating plan, students.
• Time given for LSA and Teacher co planning is very limited so the minimum level of pre co -planning is that LSAs are provided with:
  o LO and intended learning outcomes.
  o Resource with correct answers so they can circulate and check responses and give basic binary feedback – teaching triage.
  o Specific instructions shared between teacher and LSA at start of each lesson sequence e.g. do now, exposition, independent practise.
• During lesson the LSA should
  o Rotate roles with teacher – implementing the switch.
  o Be proactive with shaping student organisation and readiness to learn.
  o Be proactive with issuing sanctions and highlighting negative behaviour or lack of engagement and work completion that has been 'missed' by class teacher
  o Comment on class charts at the end with a summary of progress.

Strategy 2: Brief, frequent and intensive structured interventions curriculum support
• PDT and MFL lessons used to deliver. • Ensure explicit connections are made between learning from everyday classroom and structured interventions.

Strategy 3: Brief but intensive structured interventions for pastoral Support
• PDT and MFL lessons used to deliver. • Ensure explicit connections are made between learning from everyday classroom and structured interventions.

Strategy 4; STEPS
• KS3 Pathway • KS4 Pathway

Strategy 5: NIOT Trainees
• Where NIOTs are supernumerary, and when their training progression allows, class teacher can extract individuals and small groups.

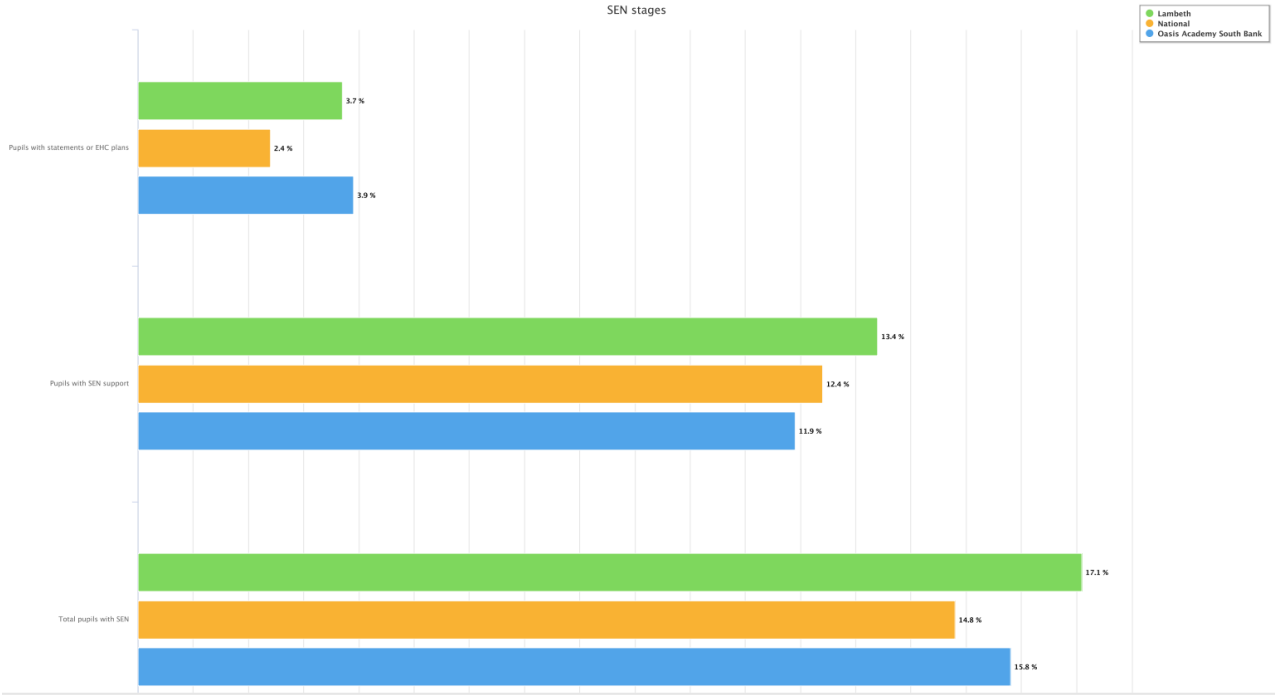
We provide support and development to our learning support team in the following ways:

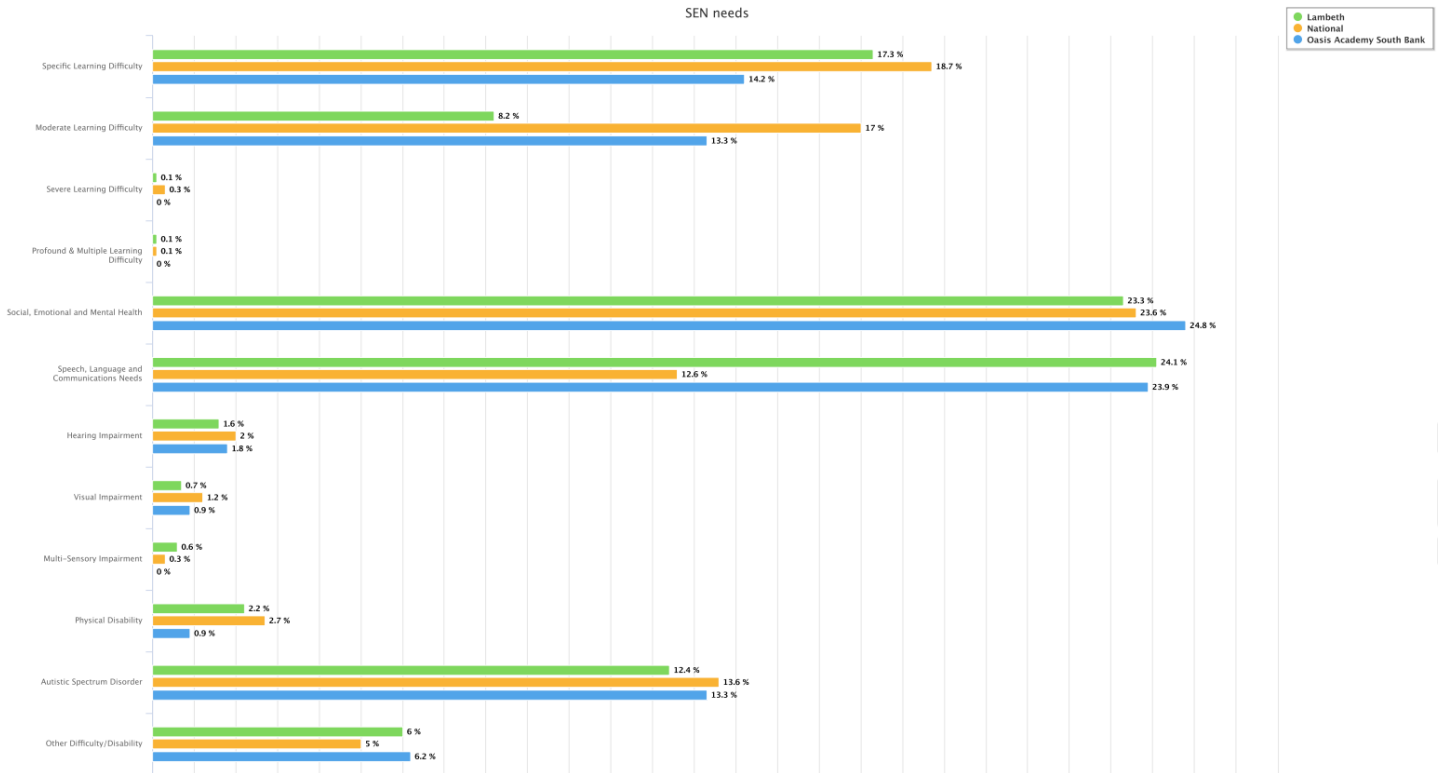
CPD for learning support staff	• Weekly, every Wednesday morning complimenting whole school CPD and Golden Tactics
Observation and feedback	• Weekly from SLT via Steplab drop ins.
Intervention health checks	• Weekly LM from lead LSA for curriculum or pastoral • Half termly meetings with AP Inclusion
Intervention data analysis	• Half termly utilising provision map, class data analysis and Steplab data

Lever 4: Wave 2 & 3 Interventions matched to need

16. Our SEND offer at Oasis Academy South Bank

When mapping our SEND offer, we consider our SEND data in order to ensure that our offer is matched to the needs of pupils in our community. Our SEND data for the current academic year is below:



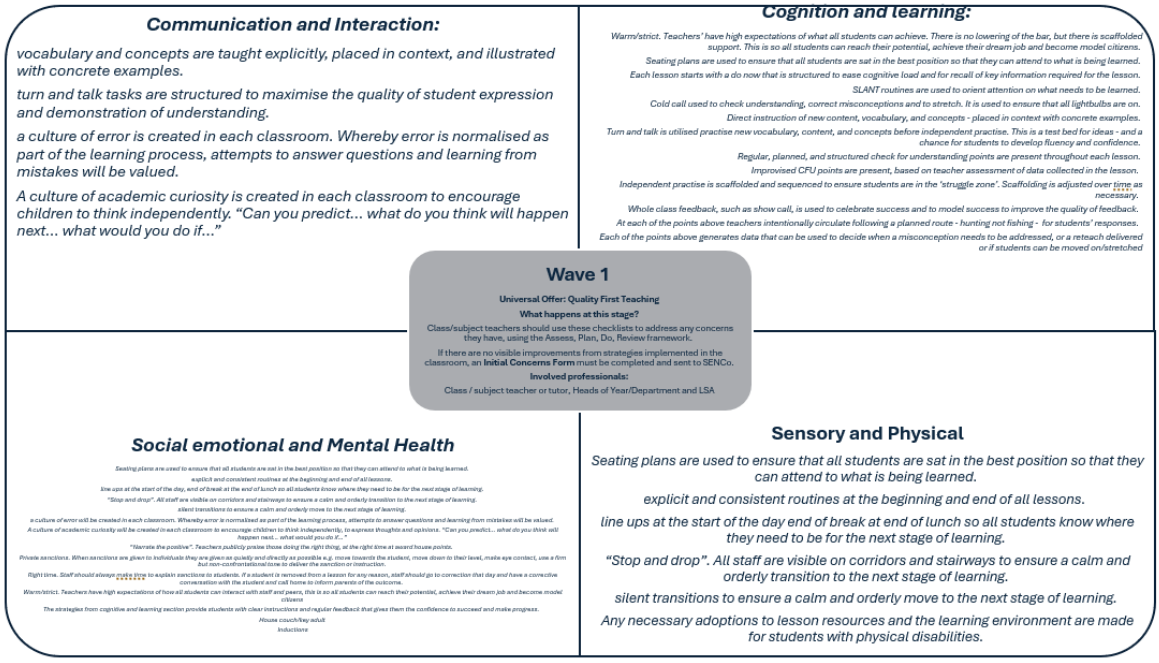


We have carefully designed our SEND offer to meet the needs of our academy at every wave of the graduated response:

Wave 1 **Universal Offer: Quality First Teaching** **What happens at this stage?** Class/subject teachers should use the below checklists to address any concerns they have, using the Assess, Plan, Do, Review framework. If there are no visible improvements from strategies implemented in the classroom, an **Initial Concerns Form** must be completed and sent to SENCo. **Involved professionals:** Class / subject teacher or tutor, Heads of Year/Department and LSA	**Wave 2** **Targeted Support: Early intervention** **What happens at this stage?** If there is no improvement following consultation and advice from SENDCo to teacher, a structured planning conversation will take place with the child's family where one or more of the targeted support interventions will be agreed to support the pupil. **Involved professionals:** As previous, with SENDCo with family	**Wave 3** **Specialist Provision: Bespoke planning** **What happens at this stage?** 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). **Involved professionals:** As previous, with external professionals and SEND Team around the Child (including Local Authority)
COMMUNICATION AND INTERACTION		
Wave 1	*Wave 2*	*Wave 3*
• *vocabulary and concepts are taught explicitly, placed in context, and illustrated with concrete examples.* • *turn and talk tasks are structured to maximise the quality of student expression and demonstration of understanding.* • *a culture of error is created in each classroom. Whereby error is normalised as part of the learning process, attempts to answer questions and learning from mistakes will be valued.* • *A culture of academic curiosity is created in each classroom to encourage children to think independently. "Can you predict… what do you think will happen next… what would you do if…"*	• *Targeted support from LSA in class* • *LSA Mentoring* • *Fresh Start Phonics* • *Elevate Hub Mentoring* • *Evolve Mentoring* • *Reading Skills Group* • *Hub Counselling* • *Well Centre Counselling* • *Place2Be Counselling* • *Use of ipad/laptop in lessons* • *Access to 208 quiet space* • *Speech and Language Therapist* • *Oasis Steps* • *Study Skills Group* • *Educational Psychologist Assessment* • *Journey of Hope intervention* • *Frequently Reviewed Modified Timetable*	• *Combination of Wave 2 provisions co-ordinated for Communication and Interaction needs via an EHCP or Spotlight Plan. This may look like:* • *Child A receives an Educational Psychologist Assessment leading to: Child A Speech and Language Therapy to improve communication skills through regular professional sessions. Child A is assigned LSA mentoring on a regular basis to focus on study skills and access to 208 Quiet Space during lunch time to provide opportunity for structured socialising.* • **The example above is the process by which a Wave 3 approach is applied, however, the combination of interventions is subject to the needs of the individual student.*
COGNITION AND LEARNING		
Wave 1	*Wave 2*	*Wave 3*
• *Warm/strict. Teachers' have high expectations of what all students can achieve. There is no lowering of the bar, but there is scaffolded support. This is so all students can reach their potential, achieve their dream job and become model citizens.* • *Seating plans are used to ensure that all students are sat in the best position so that they can attend to what is being learned.* • *Each lesson starts with a do now that is structured to ease cognitive load and for recall of key information required for the lesson.* • *SLANT routines are used to orient attention on what needs to be learned.* • *Cold call used to check understanding, correct misconceptions and to stretch. It is used to ensure that all lightbulbs are on.* • *Direct instruction of new content, vocabulary, and concepts - placed in context with concrete examples.* • *Turn and talk is utilised practise new vocabulary, content, and concepts before independent practise. This is a test bed for*	• *Targeted support from LSA in class* • *LSA Mentoring* • *Fresh Start Phonics* • *Reading Skills Group* • *Use of ipad/laptop in lessons* • *Speech and Language Therapist* • *Maths Nurture Group* • *English Nurture Group* • *Functional Skills Maths Qualification* • *Compulsory Maths Clinic* • *Compulsory Homework Club* • *Compulsory Breakfast Club* • *Oasis Steps* • *Study Skills Group* • *Educational Psychologist Assessment* • *Frequently Reviewed Modified Timetable*	• *Combination of Wave 2 provisions co-ordinated for Cognition and Learning needs via an EHCP or Spotlight Plan. This may look like:* • *Child B is struggling to make progress in line with peer-related expectations according to academic assessment data in spite of existing provisions, including Fresh Start Phonics, Reading Skills and targeted support with LSAs in class. Following a Speech and Language assessment, Child B is then referred to OASB Steps as an alternative curriculum plan for appropriate subject specific intervention during a period of time.* **The example above is the process by which a Wave 3 approach is applied, however, the combination of interventions is subject to the needs of the individual student.*

ideas - and a chance for students to develop fluency and confidence. • *Regular, planned, and structured check for understanding points are present throughout each lesson.* • *Improvised CFU points are present, based on teacher assessment of data collected in the lesson.* • *Independent practise is scaffolded and sequenced to ensure students are in the 'struggle zone'. Scaffolding is adjusted over time as necessary.* • *Whole class feedback, such as show call, is used to celebrate success and to model success to improve the quality of feedback.* • *At each of the points above teachers intentionally circulate following a planned route - hunting not fishing - for students' responses.* • *Each of the points above generates data that can be used to decide when a misconception needs to be addressed, or a reteach delivered or if students can be moved on/stretched.*		
SOCIAL, EMOTIONAL AND MENTAL HEALTH		
Wave 1	*Wave 2*	*Wave 3*
• *Seating plans are used to ensure that all students are sat in the best position so that they can attend to what is being learned.* • *explicit and consistent routines at the beginning and end of all lessons.* • *line ups at the start of the day, end of break at the end of lunch so all students know where they need to be for the next stage of learning.* • *"Stop and drop". All staff are visible on corridors and stairways to ensure a calm and orderly transition to the next stage of learning.* • *silent transitions to ensure a calm and orderly move to the next stage of learning.* • *a culture of error will be created in each classroom. Whereby error is normalised as part of the learning process, attempts to answer questions and learning from mistakes will be valued.* • *A culture of academic curiosity will be created in each classroom to encourage children to think independently, to express thoughts and opinions. "Can you predict… what do you think will happen next… what would you do if…"* • *"Narrate the positive". Teachers publicly praise those doing the right thing, at the right time at award house points.* • *Private sanctions. When sanctions are given to individuals they are given as quietly and directly as possible e.g. move towards the student, move down to their level, make eye contact, use a firm but non-confrontational tone to deliver the sanction or instruction.* • *Right time. Staff should always make time to explain sanctions to students. If a student is removed from a lesson for any reason, staff should go to correction that day and have a corrective conversation with the student and call home to inform parents of the outcome.* • *Warm/strict. Teachers have high expectations of how all students can interact with staff and peers, this is so all students can reach their potential, achieve their dream job and become model citizens* • *The strategies from cognitive and learning section provide students with clear instructions and regular feedback that gives them the confidence to succeed and*	• *LSA Mentoring* • *6th form mentoring (peer mentoring)* • *Support from Leah Bradley (Community Engagement Lead)* • *Attendance team support – home visits, check in once student arrives in school* • *Elevate Hub Mentoring* • *Evolve Mentoring* • *Hub Counselling* • *Well Centre Counselling* • *Place2Be Counselling* • *Access to 208 quiet space* • *Oasis Steps* • *Compulsory Breakfast Club* • *Educational Psychologist Assessment* • *Journey of Hope intervention* • *Frequently Reviewed Modified Timetable* • *Tracker to house coach/head of year/AAP/SLT*	• *Combination of Wave 2 provisions co-ordinated for SEMH via an EHCP or Spotlight Plan. This may look like:* • *Child C is struggling to attend school regularly and has a high ratio of negative behaviour points. Child C is referred to Place2Be counselling for a set period of weeks and assigned an Elevate Hub mentor, as well as access to social time Quiet Space. Following a Spotlight meeting, a plan is produced to agree a modified timetable that is reviewed regularly with the family and a referral to Oasis Steps alternative curriculum.* **The example above is the process by which a Wave 3 approach is applied, however, the combination of interventions is subject to the needs of the individual student.*

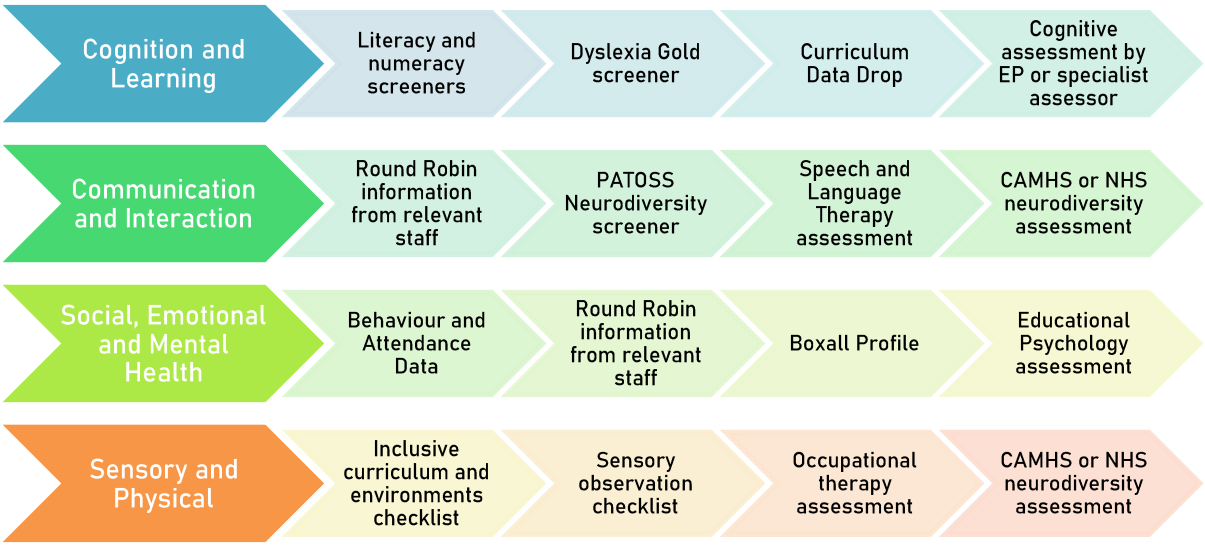
make progress. • *House couch/key adult* • *Induction* • *pdt*		
SENSORY AND PHYSICAL		
Wave 1	*Wave 2*	*Wave 3*
• *Seating plans are used to ensure that all students are sat in the best position so that they can attend to what is being learned.* • *explicit and consistent routines at the beginning and end of all lessons.* • *line ups at the start of the day end of break at end of lunch so all students know where they need to be for the next stage of learning.* • *"Stop and drop". All staff are visible on corridors and stairways to ensure a calm and orderly transition to the next stage of learning.* • *silent transitions to ensure a calm and orderly move to the next stage of learning.* • *Any necessary adoptions to lesson resources and the learning environment are made for students with physical disabilities.*	• *Targeted support from LSA in class* • *Use of ipad/laptop in lessons* • *Access to 208 quiet space* • *Physiotherapy specialist support* • *Oasis Steps* • *Visual Impairment Specialist Support* • *Occupational Therapist Support* • *Hearing Specialist Support* • *'On call – no extension'* • *Educational Psychologist Assessment*	• *Combination of Wave 2 provisions co-ordinated for Sensory and Physical via an EHCP or Spotlight Plan. This may look like:* • *Child D is struggling to access the physical environment of the Academy. An LSA is deployed to support with transitions and in lesson. Following a round robin to teachers, Child is permitted to use an iPad in lessons to complete work, and is referred to the 208 Quiet Space. External support is commissioned via the occupational therapist with regular meetings for the student.* **The example above is the process by which a Wave 3 approach is applied, however, the combination of interventions is subject to the needs of the individual student.*



17. Early interventions and intensifying support at Oasis Academy South Bank

Building on our Assess, Plan, Do, Review graduated response flowchart (see Chapter 13: How we assess and respond), we use the Assess, Plan, Do, Review process to ensure that we are meeting the needs of each child with SEND as an individual.

Assess: We use a range of assessment tools for the four areas of need, ranging from the most informal at wave 1 to the most formal at wave 3:



Plan: We use the data from these assessments to plan appropriate interventions. The Oasis Way graduated response intervention menu provides guidance on what interventions are available at each stage of the graduated response.

Do: We ensure that we follow best practice for interventions by taking into consideration the following aspects:

Aspect	What we do
Consistency	Introduce interventions from the graduated response to meet the need of a learner.
Time-limited	Outline the period of time that the interventions will be applied for.
Training	Ensure that training is provided to internal staff for high-quality delivery.
Resources	Allocate resources to staff and students to ensure the intervention is effective.
Access to mainstream	Plan intervention to, where appropriate, avoid removal from mainstream lessons and if required ensure the curriculum is followed.

Responsive to need	Make adaptations to interventions to ensure they adjust to need of learner.
Observation and feedback	Record intervention notes on Class Charts for students involved, and review these termly on Provision Map. Provide feedback for sessions on StepLab.

Review: We use Provision Map to track progress in our SEND interventions:

Aspect	What we do
Regularity	All interventions are recorded on Provision Map and reviewed every 6 weeks. This ensures we are able to recognise how much progress each pupil is making so that adjustments to interventions can be made in a timely manner as required.
Data	We use our assessment tools at the baseline and review point of interventions to ensure our judgements about progress are accurate.
Analysis	We analyse progress on an individual basis as well as by intervention group, year group, SEND stage, and area of need to ensure that our intervention offer remains impactful and secures progress for all pupils with SEND. We hold **Pupil Progress** meetings to analyse the academic and pastoral data of all students each term.
Reporting	The SENDCo meets with SLT each week, and discusses the progress of students and effectiveness of interventions on a termly basis.

18. Engaging with specialist services at Oasis Academy South Bank

We recognise the importance of engaging with specialist services to meet the needs of pupils with SEND at Wave 3 of the graduated response. In our academy, we work with the following specialist services:

Service	How often?	Who for?	How we work together
Educational psychologist	*12 days per year*	*For children with complex SEMH needs at Wave 3 of the graduated response, and for others as agreed in TAC meetings*	• *Termly planning meetings with SENDCo* • *Observations in classrooms and unstructured time* • *Cognitive assessments* • *Meetings with families* • *Child-centred planning* • *Staff-training and solution circles*
• *Speech and Language Therapists*	• Twice per week	• For students who have a speech and language need that requires targeted	• *Weekly meeting with the Deputy SENDCo* • *Termly Round-Robins on students with any updates on SALT strategies* • *Adding SALT strategies to Passports*

		input from a professional	• *Meetings with families* • *Staff training*
Place2Be	Three days per week	For students who require support with mental health needs	• *Weekly meeting with Senior Mental Health Lead* • *Respond to CPOMS or Spotlight referrals for Place2Talk sessions* • *Discussing support with families* • *Allocating counsellors for ongoing support with key young people*
Area SENCO	Once per term, or bespoke to student	For students, primarily those with an EHCP, who need additional support.	• *Liaise regularly with the SENDCo via email* • *Meet with the SENDCo at the Borough SEN Network Meeting* • *Attend the school termly for observations and support* • *Offer mediation with families where issues have developed with provision*
Autism Advisory Service	Once per term, or bespoke to student	For students who have an autism diagnosis	• *Liaise regularly with the SENDCo via email* • *Attend the school termly for observations and support* • *Maintain a case load of students in school who are supported by the service* • *Offer mediation with families where issues have developed with provision*

19. Statutory commitments to children with EHCPs at Oasis Academy South Bank

We honour all statutory commitments to children with EHCPs. Our key processes are captured in the table below:

Aspect	**What we do**
Record keeping	All records of Annual Reviews are completed by the SEN leadership team. Records of the meeting reflect the borough's guidance, and the EHCP is annotated during the meeting to reflect views of all stakeholders. A summary of the meeting is shared with parents and the EHCP Case Co-Ordinator
Progress tracking against EHC outcomes	Students with an EHCP have their outcomes tracked by the SEN leadership team during the termly Pupil Progress Review Meetings. This means that effective action can be taken swiftly to ensure the young person is making progress.

Parent & carer communication	The initial contact person for all students, including those with an EHCP, is the House Coach. This communication can take place via the phone or email. Where further issues arise, the family are able to speak with or meet the SEN leadership team. The SENCo will meet the family at least once per year during the annual review, and a further 2 meetings will occur during the year: one with the student's House Coach or Head of Year, and one with a member of the Academy's extended leadership team.
Appropriate use of high needs block (top-up) funding	Interventions are allocated on a 6 week basis, and the Deputy SENDCo is responsible for ensuring that these match provisions on a student's EHCP. This is initially completed during the SEN transition phase, and is then monitored throughout the year. Student's with an EHCP have their interventions logged via Provision Map, which allows for the evaluation of support in place and the cost of this.

We follow The Oasis Way Annual Review guidance to ensure annual review processes are conducted effectively in line with statutory guidance and that information is shared in a timely manner to secure appropriate outcomes, provision and progress for children with EHCPs.

We schedule all annual reviews at the start of each academic year using the following timelines:

Term	Who	Rationale
Autumn	*Year 11 plus Emergency ARs as required*	*This ensures that pupils approaching a key stage transition have appropriate planning as early as possible in the year.*
Summer 1	*Year 9 plus Emergency ARs as required*	*This ensure that pupils moving to Key Stage 4 have selected their options and preparation for working life can be included appropriately in the EHCP.*
Summer 2	*Year 7, Year 8, Year 10, and Year 12 plus Emergency ARs as required*	*To best review the full year and ensure EHCPs are up-to-date for the start of the new academic year in September.*

Teachers' role in ensuring statutory commitments for EHC pupils

Teachers play an important role in ensuring statutory commitments for EHC pupils are met in the academy. Teachers are expected to familiarise themselves with which pupils in their class(es) have an EHCP, and to understand the provision they are expected to provide in the classroom.

Teachers also play an important role in the annual review process, providing key information about the progress a pupil is making against their EHC outcomes in their class. Teachers are

asked to share their views on pupil progress at least two weeks before the annual review is scheduled using Provision Map Round Robins.

All teachers at our academy are expected to:

1. Read and annotate the child's Pupil Passport with strategies to meet their needs
2. Carefully make use of adaptive planning and responsive teaching strategies to secure progress for pupils with EHCPs, alongside their peers
3. Provide staff views for Annual Reviews of pupils they teach with EHCPs when requested by the SENDCo, at least 2 weeks in advance of the scheduled meeting

20. Alternative pathways at Oasis Academy South Bank

In line with the SEND Code of Practice (2015), we recognise that some pupils will need provision that is additional to or different from the mainstream provision we offer to every child. In our academy, we provide a number of alternative pathways for children with the most complex needs at Wave 3, in order to secure their place in mainstream education

Type of provision	**What we offer**
Mainstream adaptations providing personalised curriculum planning	When a student is not accessing the curriculum as expected, and there progress is of serious concern, a curriculum adaption may be made. This may mean that a student may have a standard curriculum subject replaced with more intense support within a core subject, or a more bespoke lesson based on their post-16 aspirations.
Small Group Provision	Students who need intense levels of support in lessons, primarily around higher levels of teacher interaction, will be allocated the Set E in Key Stage 4. This has a ratio of student that is 10:1 and therefore provides students with SEND with high levels of targeted teacher support, check for understand, and re-teach.
OASB Steps	Oasis Steps is an extraction pathway, whereby students are allocated to 1-to-1 teaching as opposed to mainstream lessons. Students are referred to Steps for a 6 week period, which may be extended following a review. This may be for a portion of the day only. Students in Steps are taught their relevant curriculum, but with intense support from the LSA team.
SEMH Pathways	There are a wide variety of specialist SEMH support pathways, which are usually developed through a combination of interventions. This may include a sequence of Place2Be, Hub Counselling, or OCL Mental Health team sessions, as well as, a Zones of Regulation or LSA Mentoring program, alongside a the allocation of a key adult or mentor from the Oasis Hub or an external agency.