



# Oasis Academy South Bank Information Report 2024 – 2025

# **Information Report: Oasis Academy South Bank September 2023-2024**

## **HOW WE SUPPORT STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABLED STUDENTS OUR LOCAL OFFER**

### ***What is the Information Report?***

This is a directory of all services available to support disabled students and students with SEN and their families. This easy-to-understand information will set out what is normally available in schools to help children with SEN as well as the options available to support families who need additional help to care for their child.

### ***How does the Academy know if a student needs extra help?***

All teachers at OASB are responsible for identifying students with possible special educational needs. We are all teachers of SEND.

We know when students need help if:

- concerns are raised by parents, teachers, teaching assistants or by the student's previous school
- there is less than expected progress
- attainment is below national expectation
- the attainment gap is widening between a student and their peers
- there is a change in the student's behaviour
- a student's attendance is poor
- family and student voice indicate an ongoing concern

Regular meetings are held between SEND leaders and Pastoral leaders for each year group as part of the **Spotlight Intervention Cycle**. Involving multiple different professionals, the meeting discuss students who are presenting with attendance, behaviour or other social difficulties. Interventions are put into place and reviewed on a regular basis. In the case that professionals consider an additional need may be causing barriers to progress, the pupil will be referred for further SEN investigation.

Progress Afternoons take place every year for all children. These are when parents are invited to the Academy to speak to their child's teachers. In these meetings, teachers will explore academic progress in their subjects and advice how further support can be developed when progress is not as expected. After attainment data points, teachers review their class's progress and form interventions for students who are not on-track. Where teachers deem that further SEN investigation is required, they will complete a SEN Record of Concern on the student's CPOMs profile.

### ***What should a parent do if they think their child may have special educational needs?***

- Parents should contact their child's House Coach or Head of Year in the first instance.
- If appropriate, the House Coach, Head of Year or other member of staff who the parent has spoken with will complete a SEN record of concern on the student's CPOMs profile.
- The SEN record of concern will be reviewed by the SEN team and, if appropriate, a Round Robin will be sent to the child's teachers and key adults to further explore any additional needs and determine if a referral for a diagnosis may be appropriate.

### **How does the Academy support students?**

- High quality teaching, responsive for individual students, is the first step in responding to pupils who have or may have SEN.
- Key whole-school routines are implemented to support the needs of all children, ensuring all students can participate in Academy life and learning.
- If a child is on the SEN support register, they will have a Pupil Passport to outline their areas of need and two specific strategies to support them. These are referred to as **Golden Tactics**.
- If a student requires additional intervention, these will be allocated via Provision Map and parents will be made aware of these via telephone or letter.
- However, in spite of high quality, responsive teaching, it may become clear that some students need increased levels of provision and support. We are able to offer the following:

<b>Provision</b>	<b>Details</b>	<b>Target students</b>
In class support from a Learning Support Assistant (LSA)	Support the personalisation of lessons. Ensure that target students meet their lesson objectives.	Those with an EHC plan, where it is necessary in order to meet objectives. Other students with SEND who require additional staff support to meet lesson objectives. Support could be for multiple pupils within a class.
Literacy and numeracy interventions	Students will be timetabled for particular lessons to enable them to get extra support in English and/or Maths.	Students presenting needs in English and in Maths based on mainstream assessments.
1:1 Mentoring	Mentoring programme that is personalised to the individual.	Students displaying a wide range of emotional and social difficulties.
Educational Psychology (EP)	An external Educational Psychologist that can observe and assess pupils for a range of learning and cognition difficulties as well as social, emotional and mental health concerns. An EP will also conduct the testing for Access Arrangements during examination periods.	Students that have been assessed by the SENCO/Assistant SENCO and have been identified as having a need that requires further investigation. An EP would sometimes be involved in EHCP applications.
Child and Adolescent Mental Health (CAMHS)	We can refer directly to CAMHS where there are Social, Emotional and Mental Health concerns.	Students whose primary need lies within Social, Emotional and Mental Health (SEMH). These pupils may not yet be identified as SEND or may not have an EHCP.
Place2Be	An external therapy service provided at school to support students experiencing difficulties with SEMH  Students are referred to this service via school and support is directed by the service.	Students that are displaying difficulties in the classroom as well as at home.



Place2Talk	Pupils book appointments with a Place2Be counsellor to talk about any concerns they have. Children can also drop-in to the Place2Be room during social time.	Students that are experiencing difficulties in the classroom as well as at home.
Speech and Language Therapy (SALT)	Our speech therapist carries out assessments, designs programmes of intervention, delivers interventions, reviews progress and trains staff.	Students presenting with speech, language or communication needs can be referred by the SENDCO.
SALT small groups	Small group work to support students with significant speech and language difficulties. Run by LSAs trained by speech therapist	Students with significant speech and language difficulties.
Handwriting support	Small group work to support with illegible handwriting	Students with illegible handwriting. Students whose handwriting is negatively impacting their progress in lessons.
Steps	Off-site 1:1 or small group provision for students with marked emotional and behavioural difficulties, or for those who prior-attainment is significantly below their age expected levels.	Students with a high level of need, in particular those with behaviour, social, emotional and mental health difficulties who are at risk of exclusion.
Mentoring	We have a range of mentoring services including Elevate Mentoring via the Oasis Hub, Safe mentoring, and Future Men.	Students who are struggling with emotional difficulties.
Homework club	Lunchtime and after school clubs to support with homework. Staffed by teachers so that students can get help outside of classroom	All students. Recommended for students with organisation difficulties and for students who need support with independent work.
Lunch time and after school clubs	Small group lunchtime/after school club	All students – recommended for students with social interaction/communication difficulties.
Quiet space for lunch	Small group lunchtime club	Head of year/ SENDCO/DSL confirm the list – this room is intended to be an oasis for students for whom the canteen is too overwhelming.
Sports clubs	Lunchtime clubs	All students – recommended for those with attention difficulties and those with social interaction/communication difficulties.
Dyslexia Gold	An intervention that is based online and supports young people with reading fluency.	Students with dyslexia or traits of dyslexia.
Sparks Film Club	A club in which students work together to produce a small-scale film	Students with autism or traits of ASD.
Lego Therapy	A session in which students are tasked with solving problems using Lego in a cooperative manner	Students with a speech and language need or with social difficulties.
Touch Typing	A program to help students with fine motor skills in relation to IT	Students who use IT to participate in learning.
Fresh Start Phonics	A program to support children with their ability to decode words	Students with a significantly lower than expected reading level.
Reading Skills	A group session which, over time, support students to improve their reading fluency	Students whose reading level is below age-related expectations.

**How is the curriculum matched to individual students' needs?**



- Subjects at Oasis South Bank use a centralised curriculum, which is adapted by teachers to meet the needs of their classes and students.
- Teachers at Oasis South Bank are responsive. They plan lessons and content to promote student understanding, and gather data through whole-class routines and circulation. This data is used to provide feedback or re-teach knowledge and skills.
- Students are in mixed ability sets in KS3 (Year 7, 8 & 9) and streamed by ability in KS4 (Year 10 & 11). However, Maths is streamed across all year groups.
- Learning Support Assistants (LSAs) may be allocated to work with the student in a 1-1 or small focus group to target more specific needs.

#### ***How will parents know how their child is doing?***

- Parents are formally invited to discuss their child's progress once a year. All students on the SEND register have three reviews a year with their parents. Student passports are updated in this review and targets reviewed.
- An engagement and attainment report is sent home after data points throughout the year.
- If a student has an EHCP, an annual review will take place with the SENCo each year.

#### ***How can the Academy help parents to support their child's learning?***

- Subject teachers may suggest ways of supporting students' learning through direct contact with parents or at Progress Afternoons.
- A SEND leader may meet with parents to discuss how to support their child, if this is appropriate.
- If outside agencies have been involved with a student, they may provide ideas and suggestions that can be used at school and at home.

#### ***What support will there be for students' overall well-being?***

- The school offers a range of pastoral and inclusion support for students who are experiencing emotional difficulties at any one time.
- Some students may attend counselling programmes or individual mentoring run by key members of staff, or external agencies.
- Our Safeguarding team can also offer an Early Help Assessment which will identify areas of strength and development for the whole family.

#### ***Students with medical needs***

- If a student has a medical need they will have an Individual Care Plan (ICP) which is compiled in consultation with parents and the school medical team. The plan is discussed with all staff that are involved with the student.
- All First Aiders receive regular Epi-pen, diabetes, sickle cell and asthma training delivered by the school nurse.
- Where necessary and in agreement with parents, medicines are administered in school but only with signed parental consent and with medicines in the original packaging.
- We encourage parents and medical practitioners to share information and advice regarding the support school can offer.

#### ***What specialist services and expertise are available at or accessed by the Academy?***

At times it may be necessary to consult with outside agencies to receive specialised expertise.

The agencies used by the school include:

- Educational Psychologist (EP)
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Welfare Officers (EWO)
- Speech & Language Therapy (SALT)
- School Nurse
- School medical officer
- Physiotherapist
- Occupational Therapist
- Lambeth SEND support
- Southwark SEND support
- Westminster SEND support
- Lambeth Information Advice and Support Service (IASS)

There are also other services available through Lambeth and Southwark which can be found on their websites:

<https://beta.lambeth.gov.uk/lambeths-send-local-offer>

<https://localoffer.southwark.gov.uk/>

***What training are the staff supporting children and young people with SEND had or are having?***

- Our SEND team have received wide-ranging and relevant training in Epilepsy, Autism, Speech and Language Difficulties, Literacy, Numeracy, first aid and mental health and wellbeing.
- All academy staff receive regular training as well as local and national updates across all areas of SEND.
- Staff are trained in using different **Golden Tactics** during morning briefings.

***How will my child be included in activities outside the classroom including Educational Visits?***

- All students are eligible to participate in activities, events and educational visits taking place in the academy and reasonable adjustments will be made to ensure they can participate.
- Risk assessments are carried out and procedures are put in place to enable all students to fully participate.

***How accessible is the Academy environment?***

The building is fully accessible to wheelchair users or for people with limited mobility. The Accessibility Plan outlines this in more detail:

***How will the Academy prepare and support students when joining the Academy or transferring to a new provision?***

We understand that changing schools can be stressful for some students and therefore we aim to make the transition process successful through:

- The SEND leader will visit feeder primary schools to discuss students with special educational needs. The SEND leader and/or transition coordinator will also meet parents before their child starts at OASB.
- Before starting in September, Year 6 students visit the Academy for an induction summer school in August



- Extra induction days or times will be arranged for students who are deemed to need them during their transition.
- Students who join the academy mid-term will have a comprehensive tour of the building and will be allocated a buddy who is in the same house group. The buddy will help them during their first few weeks.
- To support a student leaving OASB to join another secondary school we ensure all relevant information is shared.
- During year 11, the SEND leader and Head of Y11 will support students with SEN with applications for College, apprenticeships or employment opportunities. Where necessary, students will be accompanied on visits and supported during this important transition.

***How are the Academy's resources allocated and matched to students' special educational needs?***

- Money is used to provide additional support and/or resources dependent on an individual or cohort's needs.
- For students with a high level of need, we will apply for additional funding to help individual needs further.

***How is the decision made about how much support a student will receive?***

- Heads of departments analyse post-assessment data to identify students who are not making progress in line with their peers. In-class interventions are put in place as a result and additional referrals can be made.
- There are regular 'top 5%' meetings where key members of staff discuss the students who are struggling the most. Next steps are discussed and interventions are put in place as a result of these roundtable discussions to provide the most appropriate support
- Students with pastoral concerns are discussed at regular **Spotlight Meetings**. Pastoral Leaders can then pass concerns to the SEN team for consideration.
- The SEN leadership team will review students with SEN's pastoral and academic progress on a termly basis, allocating appropriate waves of interventions to each student on the SEN register.
- As part of SEN reviews with families, voice from parents and students will be considered in the allocation of additional support.

***How will parents be involved in discussions about and planning for their child's education?***

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with class teachers
- During Progress Afternoon
- During discussions with Pastoral Leaders, the SENDCO or other professionals
- Completing parent surveys and parental view documents, and attending weekly parent drop-ins
- In the case of an EHCP application, parent views are gathered which is a requirement from the Local Authority

All students with SEN will have three reviews per year. These will involve families, and will lead to an update of the child's SEN Passport following the meeting.

***Who can parents contact for further information?***



A parents first points of contact should always be their child's House Coach. Parents can contact the South Bank SEN team via [SEND@oasissouthbank.org](mailto:SEND@oasissouthbank.org). Please see specific contacts below:

<b>Named Contact</b>	<b>Queries</b>
Conor Boyle: Deputy Principal- Designated Safeguarding Lead and SENCO ( <a href="mailto:Conor.Boyle@oasissouthbank.org">Conor.Boyle@oasissouthbank.org</a> )	Progress of Students with Special Educational Needs, SEN reviews, Students with EHCPs and Annual Reviews, Policies and Complaints.
David Barnes: Assistant Principal- Inclusion ( <a href="mailto:David.Barnes@oasissouthbank.org">David.Barnes@oasissouthbank.org</a> )	SEN Interventions, EHCP Consultations, Learning Support Assistant Team, Staff Training, Monitoring and Evaluation.
Georgina Harrison: Deputy SENCO ( <a href="mailto:Georgina.Harrison@oasissouthbank.org">Georgina.Harrison@oasissouthbank.org</a> )	SEN transition, and SEN identification.