



Oasis Academy South Bank Information Report 2021 – 2022

Information Report: Oasis Academy South Bank

September 2021-2022

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
- a student asks for help

Regular meetings are held between the SEND leader and Pastoral leaders for each year group as well as Heads of Faculty. These discuss students who are making less than expected progress, as well as those presenting with attendance, behaviour or other social difficulties. Interventions are put in to place and reviewed on a regular basis.

Every student is discussed at least twice a year (more for KS4) at progress/intervention meetings. These include key members of staff that are involved in teaching and learning of that

year group and members of the leadership team.

During progress meetings students are identified for intervention and support (e.g. literacy, maths and social skills).

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

- Parents should contact their child’s House Coach, Head of Year or relevant SLT member in the first instance.
- If appropriate, the House Coach, Head of Year or SLT member will raise their concerns with the SENCO Miss Alice Herford and the deputy SENCO Miss Anna Kerr.

How does the Academy support students?

- Parents are informed if their child is receiving additional support at parent teacher meetings or via letter or telephone call.
- If a student has an Education, Health, and Care Plan, parents will receive full details of their child’s specific support and interventions regularly throughout the year. These plans are reviewed annually.
- Students are in mixed ability sets in KS3 (Year 7, 8 & 9) and streamed by ability in KS4 (Year 10 & 11)
- High quality teaching, differentiated for individual students, is the first step in responding to pupils who have or may have SEN.
- However, in spite of high quality, differentiated teaching, it may become clear that some students need increased levels of provision and support. We are able to offer the following:

Provision	Details	Target students
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 art 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. Support is based around art therapy.
Place2Talk	Pupils book appointments with a Place2Be counsellor to talk about problems and worries	Students that are displaying difficulties in the classroom as well as at home. Support is based around art therapy.
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.
HUB	Off-site 1:1 or small group provision for students with marked emotional and behavioural difficulties. Short-term placements to avoid exclusions.	Students with a high level of need, in particular those with behaviour, social, emotional and mental health difficulties who are at risk of exclusion.

Groundwork Counselling	1:1 real practical support to make the most of staying in education sustainably or getting into jobs and training	Students who are at risk of becoming NEET (Not in Education, Employment or Training)
Future Men counselling	1:1 or small group work to support boys along the path to becoming dynamic future men	Boys who are presenting with difficulties at school or outside of school
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.
Board games club	Small group lunchtime club	All students – recommended for students with social interaction/communication difficulties
Drumming club	Small group lunchtime club	All students – recommended for those with attention difficulties and for SEMH
Mindfulness and meditation club	Small group lunchtime club	All students – recommended for those with SEMH difficulties
Sports clubs	Lunchtime clubs	All students – recommended for those with attention difficulties and those with social interaction/communication difficulties

How is the curriculum matched to individual students’ needs?

- Each student’s learning is planned by their subject teachers; it is differentiated to ensure the student’s individual needs are fully met. This may include additional focused support by the teacher or teaching assistant as part of teaching designed to maximise progress.
- 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.
- If appropriate, specialist resources may be given to the student e.g. writing slopes, coloured overlays, pen/pencils grips or easy to use scissors.

How will parents know how their child is doing?

- Parents are formally invited to discuss their child’s progress once a year.
- An engagement report is sent home three times a year.
- Parents can request this information at any time by contacting the main school number.

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, through the pastoral team or at parents’ evenings.

- The SEND leader or other member of the Inclusion team 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.
- 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 nurse. 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.

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.

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:

- Before starting in September, Year 6 students visit the Academy for an induction day

(Covid depending)

- Extra induction days or times will be arranged for students who are deemed to need them, to aid transition.
- 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.
- 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?

- The Inclusion budget is allocated each financial year. The 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
- All students are discussed at regular Pastoral Meetings. Pastoral Leaders can then pass concerns to the SEN team for consideration.

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 parent-teacher evenings

- During discussions with Pastoral Leaders, the SENDCO or other professional
- Completing parent surveys and parental view documents
- Ensuring that their child completes homework tasks to a high standard
- In the case of an EHCP application, parent views are gathered which is a requirement from the Local Authority.

Who can parents contact for further information?

- Parents can contact their child's House Coach or Head of Year, in the first instance.
- If parents are concerned about a particular subject, they should contact the class teacher direct.
- Concerns regarding a students' specific SEND or progress can be raised with the SENDCO
- New parents who wish to discuss a child's special educational needs should contact:

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London SE1 7HS

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