



The Oasis Way

Oasis Academy Byron

SEND Handbook

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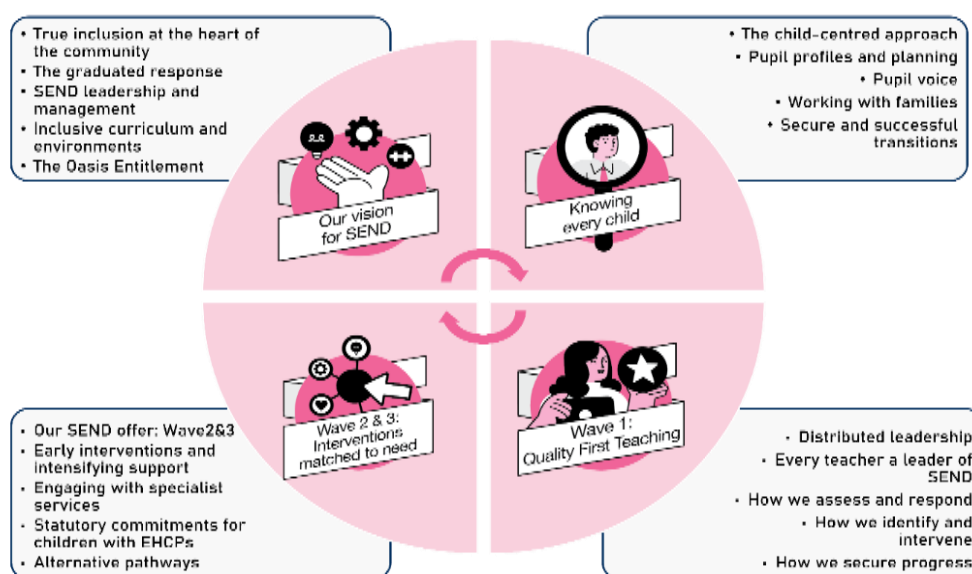
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The Oasis Way SEND Handbook Intent

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 Byron, 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 levels:



You can find out more about our SEND approach in our policy [[SEND Policy](#)]

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 Byron

At Oasis Academy Byron, we recognise that – nationally – children with SEND have lower outcomes and are more likely to be excluded than their peers. To secure true inclusion at the heart of the community, our academy takes a different approach:

- We are **child-centred**, taking the time to know every child as an individual, rather than focusing on behaviours and diagnostics, and giving them a central voice in decisions about their support.
- 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 create a Team around the Child to facilitate genuine co-production about each child's provision.

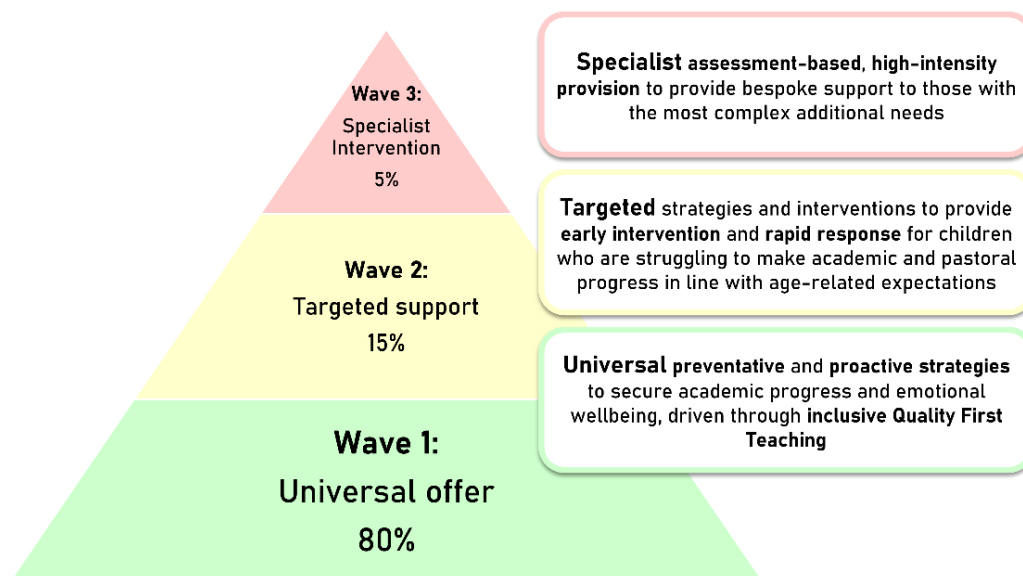
These principles guide us to create an academy vision that will secure true inclusion for children with SEND at the heart of our community:

Equality and inclusion are at the heart of Oasis Academy Byron. We have a passion to include everyone and a deep desire to treat everyone equally. We accept others for who they are and respect differences.

2. The graduated response at Oasis Academy Byron

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 Byron

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 four key areas of leadership and management:

Working with the academy leadership team	<ul style="list-style-type: none"> • Weekly meetings with the Senior leadership team to discuss caseload and progress. • Joint learning walks termly with ALT • SEND priorities are written in the LOP and reviewed termly.
Working with middle leaders	<ul style="list-style-type: none"> • <i>Training is delivered termly to Middle Leaders.</i> • Joint learning walks termly with Middle Leaders • Middle leaders are supported to create a one-page overview for their subject which includes inclusive environments and adaptations that are expected to be seen as part of high-quality teaching and learning. • From learning walks, work scrutiny and assessment information, Middle Leaders are supported to analyse and respond to SEND outcomes within their action plans.

Working with teachers	<ul style="list-style-type: none"> • CPD is delivered termly to all staff. • Feedback is given following learning walks, work scrutinise, and individual child observations. • Weekly solution circle drop ins are offered (EP drop ins are available)
Leading the SEND team	<ul style="list-style-type: none"> • Bespoke CPD is delivered half termly to staff. • Support for teachers of nurture groups is given half termly. • Half-termly workshops are offered. • Termly meetings with individual teachers to discuss caseload, interventions, evaluate the impact of provisions and to quality assure ILPs and targets set

4. Inclusive curriculum and environments at Oasis Academy Byron

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	<p>We ensure all areas of the Academy are well lit to ensure we are compliant with health and safety regulations. Likewise, all rooms have blinds to help combat any glare caused by natural light.</p> <p>The teachers make note of the sensory needs of the children and adjust the lighting accordingly, to their sensory needs.</p> <p>We are always adapting and responding to the needs of staff and pupils, and will make any necessary adjustments where lighting causes issues.</p>
Sound	<p>All staff understand the importance of having an effective classroom environment, including the impact noise-levels can have on all learners. As a result, staff utilise their behaviour management techniques to ensure their classrooms are at an appropriate noise-level to minimise disruption.</p>

	Likewise, for learners who are sensitive to noise, we have a selection of ear defenders to support their individual needs which they can access when necessary.
Sensory supports	We understand that some children have sensory needs which require the use of resources such as fidget toys, wobble cushions, weighted blankets, slanted boards, TheraBand's, reading overlays, Assistive technology (iPads), ear defenders pencil grips and chew Ellery. Staff will work with SENDCo to develop a plan for that specific child's needs and will agree this with the child and their parent's/ carer's input.
Regulation supports	All classrooms have a 'regulation box/ calm reading corner' which all learners can access throughout the day. This box has several resources including, widgets to support with identifying emotions and tools to support children to get back into the green zone of regulation such as through breathing techniques, anxiety calming strategies and mindfulness resources. Each phase also has access to a calm corner outside of the classroom area.
Room layout and organisation	The layout of each room is carefully considered based on the needs of the children who are in that room. Where possible, we try to maximise space to allow children to feel free and reduce stress. Drawers, within classrooms, are clearly labelled with names /widget symbols to make it clear to pupils where resources can be found. Classroom audits are regularly termly to ensure each room meets the specification outlined. Likewise, children's individual needs (including social and emotional needs) are taken into consideration when developing the room's layout and seating plan. There is an option for each classroom to have an individual workstation for those pupils who require it. The workstation may be against a blank space of the wall to minimise external stimuli which could result in that child feeling overwhelmed. All areas of the academy are clutter-free to avoid cognitive overload and are kept tidy with monitors.
Clear expectations	We understand the importance of consistency between all staff throughout the academy. This is why we have the same clear expectations from EYFS to Year 6. Our behaviour policy is always shared termly to remind children of our expectations both inside the academy and on the playground. Our Oasis Academy Byron non- negotiable rules (Safe, Ready to Learn and Self Aware) can be articulated by all learners as they are well embedded within our school. Likewise, we understand the need for practice which is why we build in time to revisit and practice key transitions regularly (such as lining up from the playground and walking to the lunch hall).
Displays and working walls	As an academy, we have an agreed approach to displays which ensures children are not experiencing cognitive overload. As a result, displays contain content which is relevant to the children and can easily be referred to throughout the term's theme. Senior leaders conduct regular learning walks, with subject leaders, to ensure displays and working walls meet the criteria clearly set out.

	Each class displays 'WOW work' which celebrates individual children's achievements and progress. All displays contain visuals.
Building belonging	In our academy, we always approach behaviour with a PACEful attitude (playfulness, acceptance, curiosity, and empathy) to build belonging. We strive for every child to know that they matter and that they are part of our 'Messy O' – our Oasis family. When addressing negative behaviour, staff will always ensure restorative justice happens to address the negative behaviour, reflect on what could be done differently next time and then bridge the relationship between the child and the adult involved so the child understands that they are still valued and belong despite their behaviour.

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 Byron

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	<p>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.</p> <p>We provide the following pathways to mental health support for pupils with SEND.</p> <ul style="list-style-type: none"> - Quality First Teaching [Wave 1] - UHQ whole class screening [Wave 1] - Access to pastoral staff with Mental Health training [Wave 2] - Nurture and social skills provision during breaktime and lunchtime [Wave 2] - Bespoke group sessions addressing identified need e.g. turn taking [Wave 2] - Bespoke 1:1 session addressing identified need e.g. bereavement [Wave 2] - Specialist Drama Therapy [Wave 3] - Oasis National Mental Health Team [Wave 3] - Forward Thinking Birmingham/PAUSE [Wave 3] <p>SALT and EP support and recommendations [Wave 3]</p>

<p>Pupil leadership and pupil voice activities</p>	<p>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.</p> <p>We remove barriers to leadership roles for pupils with SEND by ensuring the application process is accessible and clear.</p> <p>The roles are then decided by the children and lead adult.</p> <p>Likewise, when conducting pupil voice, we ensure SEND children have equal opportunities. These activities always take place in a familiar environment with a key member of staff who these children have a positive relationship with. Barriers are carefully considered, and adaptations made to ensure we can gain their accurate views and opinions.</p>
<p>School productions, sports teams, music lessons and after-school clubs</p>	<p>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.</p> <p>We do this by analysing half-termly registers to identify that SEND children are attending and to invite specific children to these opportunities.</p>
<p>Residential trips, educational visits and careers opportunities</p>	<p>Pupils with SEND often experience barriers to accessing residential trips, visits and careers pathways.</p> <p>We use data to track and monitor the participation of pupils with SEND in these opportunities by. We also work closely with families to ensure they are fully informed every step of the way; their concerns are listened to, and proactive measure put in place.</p>

Lever 2: Knowing every child

6. The child-centred approach at Oasis Academy Byron

We recognise the importance of knowing every child as an individual 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 child-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:

7. Pupil profiles and planning at Oasis Academy Byron

We have several 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:

Aspect	Pupils	How they are used
One-page profiles	<p>One-page profiles/ all about me tools are used to get to know specific children better. They are precise and provide clear information on what is important to the child and how they can be supported most effectively. This tool has a strengths-based approach which focuses on the child's interesting and strengths rather than what they struggle with.</p>	<p>All members of staff have access to this tool. The reason we use this tool is to provide an accurate view of the child, so every member of staff knows what works for them.</p> <p>Class teachers, and other trusted adults, work with the child at the beginning of each academic year to create their individualised profile. These are then reviewed and updated at regular points throughout the year.</p>
Individual Learning Plan (Provision-Maps)	<p>At Oasis Academy Byron, our Individual Learning Plans (ILPs) hold all the small steps to learning (SMART targets) linked with BOATS, which we want specific children to achieve.</p> <p>These targets are fluid, flexible and personalised to each child's individual need.</p> <p>All children who have an ILP are on the SEND register and their parents/ carers are aware of this. Their child's ILP is shared at Person Centred Planning meetings throughout the year to keep them in the loop with the progress their child is making.</p>	<p>Class teachers identify specific targets for each child and put provision in place to enable them to meet those targets. Entry data is gathered to assess their starting point before the provision begins. After 6-12 weeks, on a cycle of 'Assess, Plan, Do, review' (APDR), an assessment to gain exit data is given to measure whether progress has been made. If the target has been met, the child's class teacher will continue to revisit this target to ensure it's in their long-term memory, and a new focus will be given to allow them to move on.</p>
Pupil Overviews/ Adaptations	<p>One-page profiles are clearly available on Edu key platform for any member of staff to refer to. It holds key information about learners within the classroom such as those who have regulatory aids, those who utilise</p>	<p>Class teachers develop the pupil one-page overviews/ adaption document with the children and their class's previous teacher. This takes place at the end of the previous academic year or when a</p>

	<p>specific strategies, grouping which work well etc.</p> <p>The aim of the one-page profiles for individual learners is to ensure consistency between adults.</p>	<p>transition between teachers is taking place during the year.</p> <p>The final document is clearly displayed on Edu key. This is used to ensure consistency between adults as it clearly highlights important information and extra provision implemented for specific children.</p>
Seating Plans	<p>Seating plans are regularly revisited by the children's class teacher as we know that relationships are constantly evolving in addition to individual circumstances.</p> <p>These plans, like our class overview/ adaption document, are always in a central and easily identifiable location for adults to refer to.</p>	<p>This document is used to ensure consistency between adults and is used to hold the children accountable. Seats have been decided by the child's class teacher, in conjunction with the inclusion team, to ensure each child gets what is best for them and that their needs are met.</p>
PEEPs	<p>A bespoke escape plan for individuals who may be unable to reach a point of safety unaided, or within an adequate amount of time, during an emergency. It details additional assistance or special arrangements so the individual – and all around them – are aware of what they need to do to aid safe evacuation.</p>	<p>The plans are used by staff to support individual children in the case of an emergency.</p> <p>The reason for the plan and route of evacuation from the classroom is clear.</p> <p>The plan is shared and signed by the Principal, Parent, Designated Adults to assist in the emergency and class teacher.</p>
Individual Positive Handling Risk Assessment	<p>A bespoke document set for a specific individual who requires physical intervention when it comes to their needs and behaviour.</p> <p>The plan ensures you document what works well for that child and sets out a plan to ensure the child receives the support that they need.</p> <p>Known triggers.</p>	<p>Staff use the document, so they are aware of:</p> <ul style="list-style-type: none"> -Known triggers -Topography of Behaviour - Preferred Supportive and Intervention Strategies -Praise points and strengths - Medical conditions that should be considered before physically intervening - Preferred Handling Strategies - Debriefing process following the incident - Recording and notifications required:

		The plan is shared and signed by the Principal, Parent, Behaviour Lead, SENDCo to assist in the emergency and class teacher.
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Use of TES Provision Map to support pupil profiles and planning

As an Oasis Academy Byron, we use TES Provision Map to support our planning for pupils with SEND, with two key tools:

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.

Use of Insight to support pupil profiles and planning

As an Oasis primary academy, we (will be) using Insight to support our planning for pupils with SEND, with two key tools:

All About Me, Pupil Profiles:

All pupils with SEND at our academy have a pupil passport held on Insight. 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 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.

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

Where to find them	All Pupil profiles are found on TEAMS, the profiles are saved in the child's individual folder. They are also on Edu key in the child's ILP folder. A hard copy is also kept in the medical record folders at the back.
How to use them	Pupil Profiles are used as a tool to provide all staff with personalised information about the child and how best to support them within the classroom.
How we review impact	Pupils Profiles are reviewed at least every half term to ensure that the information remains relevant and up to date, to ensure that the child receives the appropriate support.

How often they are updated	Pupil Profiles are a working document that can be updated as frequently as required, at least every half term. The information must remain as an accurate view of the child.
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Individual Learning Plans:

We use Individual Learning Plans (ILPs) to track the progress of individual pupils who are on the SEND register. Our ILPs use the graduated approach (Assess, Plan, Do, Review) to ensure that the provision of pupils with SEND is appropriately matched to their strengths and needs, and that these are reviewed regularly to secure progress. Insight allows us to prepopulate our ILPs with the most up to date assessment data to ensure we can monitor the impact of our provision on pupil outcomes.

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

Where to find them	All Individual Learning Plans are found on TEAMS, the plans are saved in the child's individual folder. They are also on Showbie in the child's ILP folder.
How to use them	ILPs are used as a tool to record all the small steps to learning (SMART targets) which we want specific children to achieve. These targets are fluid, flexible and personalised to each child's individual need.
How we review impact	ILPs are reviewed at least termly to ensure that the targets set remains relevant and up to date, to ensure that the child is making progress.
How often they are updated	ILPs are a working document that can be updated as frequently as required, at least termly. The targets must remain pertinent to the child and their specific needs.

8. Pupil voice at Oasis Academy Byron

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
All About Me Pupil Profiles	To complete their All About Me Pupil Profiles' we gain pupil views for their likes, strengths, things they need help with, how to support them and how to keep them safe and well.
Pupil Views Document	To support additional or alternative provision for children with specific needs we gain their views to ensure that our approaches are child centred.
SEND Pupil Voice Panels	To build a clear picture of the lived experience of pupils with SEND in our Academy. A series of pupil panel conversations take place that allow us to seek genuine feedback from pupils about their experience of belonging in our Academy. Feedback is shared with SLT, and next steps are discussed and acted upon.
Subject leader Pupil Voice	Subject leader's complete pupil voice conversations that allow us to seek genuine feedback from pupils about their skills, knowledge, and experience of their subject area. Feedback is shared with SLT, and next steps are discussed and acted upon.

9. Working with families at Oasis Academy Byron

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 **client, child or family are the expert**- professionals are there to facilitate not direct exploration of hopes, goals and solutions
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 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?’

At Oasis Academy Short Heath, we use the following solutions-focused approaches to amplify the voices of families and ensure co-production:

Approach	Description
MAPS	Map Action Planning System: We use MAPS when establishing a relationship with a child, if a child is new to a school, at a transition point or if they are newly in receipt of SEND support. MAPS supports us to create a positive dialogue with the child and family. It encourages collaborative, positive and solution-focused thinking by centring the story of the child, their dreams, fears, strengths and needs.
Person Centred Planning Meeting	Termly Person-Centred Planning meetings take place with the class teacher, parent and SENCO. During the meeting the child’s Pupil profile and ILP is shared and quality assured. We share what we’ve tried, what we’ve learnt, what we are pleased about and next steps for how we can make the provision, support, and care for their child even better.
TAC	Team Around the Child Meeting There will be a variety of reasons why practitioners need to plan a team around the child (TAC) meeting. A child may have many professionals working and to build a support network for parents with one another. The SENCO is also able to share information and resources with parents.
Coffee Morning	These allow parents and staff to build positive relationships and to build a support network for parents with one another. The SENCO is also able to share information and resources with parents.
Playground presence	The SENCO is available to speak to either during the morning or afternoon gate duty when parents come to drop off or collect their child. Key messages can be passed on and additional meetings arranged are required.

10. Secure and successful transitions at Oasis Academy Byron

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
Home visit for all new Nursery children	<p>1. Provide parents with an opportunity to talk to practitioners in the comfort of their own home on a one-to-one basis.</p> <p>2. Allow parents and children to meet the children's key worker/s. Help educators get to know the children and their families before they start school.</p> <p>3. Help educators get to know the children and their families before they start school</p>
Stay and Plays	<p>Ensures sensitive, thoughtful continuity of practice between home and all the settings that will make up the child's learning journey.</p> <p>Allows the children the opportunity to familiarise themselves with the school indoor and outdoor environment, key staff and other children before they start school.</p>
EYFS Parent Welcome Meeting	<p>Parents can visit the school, meet the leadership team, and key workers. The Welcome meeting shares the pedagogy of our EYFS, school expectations, attendance, family support, and any other matters such as uniform, school communication, dinners, celebrations, and workflow.</p>
Enhanced Transition meetings for children with additional needs	<p>The academy offers personalised transition meetings for children who require enhanced transition as they start the new school year. Parents attend as well as previous settings or support services that work to support the child and their family. During the meeting, what the provision will look like, and key workers is shared and discussed so the child's SEN support provision plan is accurate. Additional documents required for the child such as intimate care, positive handling, risk assessments, PEEPS or behaviour plans are completed.</p>
Pupil Transitions between Year Groups	<p>Provides children with the opportunity to meet their new class teacher and any supporting adults that will be working with them.</p> <p>Allows children to know what their learning environment will look like and how to get to key areas of the school from their new classroom e.g. toilets/hall/outside.</p> <p>Provides staff with the opportunity to get to know the pupils they will be teaching and learning with during the next academic year.</p>

Teacher Transition Meetings	Provides the opportunity for teachers to share information regarding the children they have taught this academic year to support the next teacher in their high-quality inclusive practise. Assessment data, Pupil Profiles, ITPs and any other essential documents such as risk assessments, medical alert cards or plans, or behaviour plans are shared and discussed to ensure appropriate provision is in place and there is a continuity with approaches. The SENCo is also part of a Transition meeting to ensure that all SEND provision plans are shared and understood.
Enhanced Transition for Year 6 to Year 7 transfers with additional needs	The academy SENCo will meet with the parent and SENCo from the receiving school to discuss the child's needs and share Assessment data, Pupil Profiles, ITPs and any other essential documents such as risk assessments, medical alert cards or plans, or behaviour plans. The SENCo from the receiving school will also have the opportunity to share what the provision will look like for the SEN child when they start their new school e.g. transition between lesson support/ before/after school clubs; outreach rooms; outbreak rooms; sensory spaces. Other key information to help prepare the child and family for when they start secondary school e.g. communication channels; visual timetables; uniform, pastoral or multiagency support will also be shared, and any questions answered.

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
Multiagency Planning Meeting	All multiagency who are available e.g. CAT/PSS/SaLT/EP/OT with the SENCo and when possible, the principal to discuss the children on the SEN register who have or are in the process of requesting an SSPP or EHCP following the graduated approach. Dates, times and next steps for these pupils are organised. New pupils who required enhanced provision are also discussed.
Annual Reviews	For children with an SSPP or EHCP, the external agencies supporting them are invited to the annual reviews. The child's parents/carers and the class teacher or teaching assistant who works daily with the child are also invited. Local Authority plans are reviewed, and new targets/outcomes are set and agreed.

Communication through Teams Meetings/ in-person meetings/ emails or phone call	Key updates, parental requests or questions are shared and discussed through the communication channel most appropriate. Next steps, times or dates of visits to support further are made.
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Engaging with pupils: Pupils with SEND often find transitions more difficult than pupils without SEND. We support them by:

Strategy	How it supports transition
Pupil Transitions between Year Groups	Provides SEN children with the opportunity to meet their new class teacher and any supporting adults that will be working with them. Allows children to know what their learning environment will look like and how to get to key areas of the school from their new classroom e.g. toilets/hall/outside. Provides staff with the opportunity to get to know the SEN pupils they will be teaching and learning with during the next academic year.
1:1 Enhanced Transition	Pupils who require enhanced provision due to their SEN needs, are provided with an additional 1 :1 session with their new class teacher and support staff. During this time, the SEN child will have the opportunity to play a game or complete an activity that helps to build the teacher-child relationship. The current Pupil Profile can also be updated. Time will be given to reassure the child about what their new year group will look like and to ask/answer any questions needed. The child will also be encouraged to use their iPad to take photographs of key areas and staff which they can share at home.
Year 6 to 7 Transition	Year 6 children with SEN plans are welcome to additional Transition Visit/s at their new secondary school.

Lever 3: Wave 1 Inclusive High-Quality Teaching

11. Distributed leadership at Oasis Academy Byron

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 Byron, 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:

	1. Role in supporting the progress of children with SEND	2. Specific responsibilities to lead effectively	3. Systems and processes to support
Principal	Strategic responsibility for SEND. Overall responsibility for intent, implementation and impact.	Hold senior leaders, middle leaders and SENDCo to account for the quality of SEND provision.	Routine review meetings with senior leaders and SENDCo.
Senior leaders	Monitoring of SEND provision and pupil progress. Data analysis and evaluation of impact. Integral focus on SEND in all lesson observations.	Provide support and challenge to middle leaders.	Pupil progress meetings.
SENDCo	Coordination of SEND provision and deployment of staff. Monitoring of SEND provision and pupil progress. Data analysis and evaluation of impact Integral focus on SEND in all lesson observations.	Use analysis of data to inform future allocation of resources. Quality assures pupil profiles and check they are completed within agreed timescales.	SEND Quality of Education monitoring cycle.
Middle leaders	Monitoring of pupil progress. Monitoring of IHQT and provision for children with SEND. Integral focus on SEND in all lesson observations.	Quality assures high quality inclusive teaching practices.	Pupil profiles ITPs Adaptive Teaching Strategy Examples
Classroom teachers	Delivery of IHQT Target setting Monitoring progress of individual pupils Monitoring of interventions	Plan and deliver targeted classroom interventions for pupils not making progress	Use of Insight/Birmingham Toolkit Progress Tracker to analyse data and identify pupils. E.g. Class intervention plans
Support staff	Delivery of interventions. Collation of data against targets and outcomes.	Deliver interventions following guidance, recording, and tracking their delivery.	Use of Insight to record and track interventions within data deadlines.

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

1. Class intervention plans

Senior leaders	Provide support and challenge to Middle Leaders and class Teachers
SENDCo	Provide support and challenge to Middle Leaders and class Teachers Quality assures class intervention plans
Middle leaders	Provide support and challenge to class Teachers
Classroom teachers	Create alongside Phase Leader and SENCo: Class Intervention plans. Deliver interventions following guidance, recording, and tracking their delivery.
Support staff	Deliver interventions following guidance, recording, and tracking their delivery.

2. Adaptive planning and responsive teaching

Senior leaders	Provide support and challenge to Middle Leaders and class Teachers. Quality assures the adaptive planning and responsive teaching.
SENDCo	Provide support and challenge to Middle Leaders and class Teachers Quality assures the adaptive planning and responsive teaching.
Middle leaders	Provide support and challenge to class Teachers. Quality assures adaptive planning and responsive teaching.
Classroom teachers	Deliver adaptive planning and responsive teaching.
Support staff	Support the delivery of adaptive planning and responsive teaching.

3. CPD to support SEND learners.

Senior leaders	Support and provide opportunities for CPD to support SEND learners. Support with the delivery of the Oasis Way Levers and CPD localised SEND training INSETs
SENDCo	Deliver CPD to support SEND learners in line with the Oasis Way. Work with multiagency to plan in additional INSETs for whole school SEND training. Coaching sessions using Step Lab to identify areas for individual staff development in relation to SEN and IHQT
Middle leaders	Coaching sessions using Step Lab to identify areas for individual staff development in relation to SEN and IHQT
Classroom teachers	Class teachers to take an active part in SEND CPD sessions and implement strategies and knowledge learnt as part of their IHQT

Support staff	Support Staff to take an active part in SEND CPD sessions and implement strategies and knowledge learnt as part of their IHQT
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4. Pupil Profiles

Senior leaders	Have access to pupil profiles. Knowledge and understanding of pupils in each class with pupil profiles.
SENDCo	Strategic overview of pupils in each class with pupil profiles. Quality assures pupil profiles and check that they are being actively implemented. Work with teachers as needed to help with the creation of pupil profiles.
Middle leaders	Have access to pupil profiles. Knowledge and understanding of pupils in each class with pupil profiles.
Classroom teachers	Create, actively implement, and update pupil profiles as needed throughout the child's time in their class. Knowledge and understanding of pupils in their class with pupil profiles.
Support staff	Knowledge and understanding of pupils in their class with pupil profiles. Actively support the implementation of the children's pupil profile.

5. Individual Learning Plans (ILPs)

Senior leaders	Have access to Individual Learning Plans. Knowledge and understanding of pupils in each class with Individual Learning Plans.
SENDCo	Strategic overview of pupils in each class with Individual Learning Plans. Quality assures Individual Learning Plans and check that targets are being set, with specific interventions/IHQQT strategies being delivered and monitored to support pupils in achieving their targets. Work with teachers to quality assure and help with the creation of Individual Learning Plans.
Middle leaders	Have access to Individual Learning Plans. Knowledge and understanding of pupils in each class with Individual Learning Plans.
Classroom teachers	Create, actively implement, review, and set new targets for Individual Learning Plans at least termly. Set, deliver and monitor interventions/ IHQT strategies appropriate to the child's targets. Knowledge and understanding of pupils in their class with Individual Learning Plans.
Support staff	Knowledge and understanding of pupils in their class with Individual Learning Plans. Actively support the implementation of the children's Individual Learning Plans. Deliver and monitor interventions/ IHQT strategies appropriate to the child's targets.

6. Annual reviews

Senior leaders	Have knowledge and understanding of when annual reviews are taking place.
SENDCo	SENDCo to ensure annual reviews are completed within statutory timeframes and ensure all relevant agencies and parents are invited. SENCo to complete all relevant paperwork relevant to annual reviews.
Middle leaders	Have an awareness of when annual reviews are taking place.
Classroom teachers	To ensure relevant paperwork is completed for annual reviews. To provide up to date information regarding attainment, progress, pupil profiles, ILPs and impact of interventions in place.
Support staff	To provide evidence of the impact of interventions in place.

12. Every teacher a leader of SEND at Oasis Academy Byron

“**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:

- Visual Timetables
- Task Boards
- Together talk.
- Word collector

- Word banks
- Oral rehearsal
- Cut up sentences.
- Shortening page
- Widget resources/Dual Coding
- Close passages
- Manipulatives
- Physical resources to support meaning.
- Voice recording
- Scaffolded Worksheets
- 'Let me Show You' videos.
- Our approach to continuing professional development (CPD) ensures that all staff have the support they require to 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 in the table below:

Type of support	Our academy CPD offer
Whole-staff CPD	Localised Oasis Way Training INSETs- termly SEND Update INSETs including progress and next steps Annual multiagency INSET e.g. SaLT Whole school communication strategies/ CAT Autism Awareness/ EP Emotional Regulation.
Small-group CPD	Termly TA SEND Meeting High Level Needs CPD e.g. Attention Autism/ Intensive Interaction/ SCERTs/ Teaching children to talk Behaviour support CPD e.g. Beacon, Interventions available e.g. Lego Therapy, Direct Phonics, Toe-by Toe, Hornet, Word wasp, Plus 1 maths, Power of 2 maths
Individual teacher development	Beacon 360 Support Multiagency recommendations feedback forms SCERTs Oasis Shared Point resources Local Offer videos and resources

13. How we assess and respond at Oasis Academy Byron

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.

14. -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	Summative Pupil Progress Data is shared and discussed. ILPs are shared, discussed, and updated ready for the next academic year.
In-class data	Bi-weekly Pupil Progress meetings. Termly summative pupil progress meetings. ILPs reviewed and updated at least termly. Pre and Post assessment data
Curriculum assessments	Head Start Tests Star Reader Optional SATs White Rose Maths Multiplication Tests EYFS Framework Phonics Screening Writing Moderation
Targeted assessments	Phonics Tracker BOATs Multiplication Tests Writing Moderation

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:

Cycle 1	Teacher led through intentional and targeted use of Wave 1 IHQT strategies
Cycle 2	Teacher led through Wave 1 IHQT following advice from SENDCo & family
Cycle 3	SENDCo directed Wave 1 and 2 interventions following observation, assessment and consultation with child and family

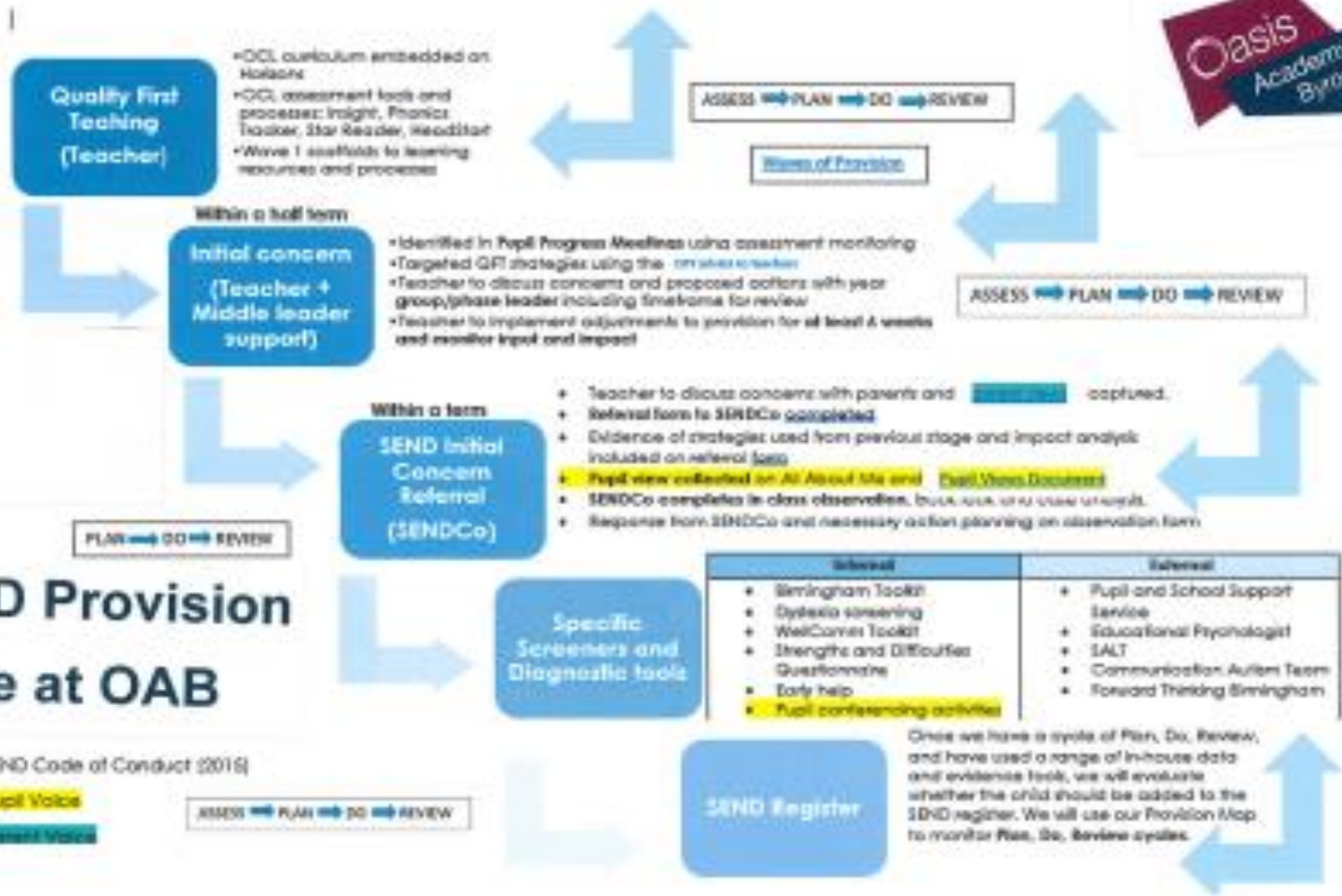
In line with Oasis guidance, there are three different aspects that are considered when deciding whether to add a learner to the SEND register:

1. **Three cycles of Assess, Plan, Do, Review** have demonstrated the need for continued provision that is **additional to or different from** the universal offer; and/or
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 through Insight as their personal data is pulled through from BromCom. Likewise, our senior leadership team have access to the SEND register on TEAMS which can be shared with specific members of staff.

Class	Class Total	Number SEND	% SEND	Number SEND + PP	% SEND + PP	SPP	% SPP	EHCP	%EHCP	EHCPs Pending	% Pending	EHCPs possibly needed	% EHCPs possibly needed
NH													
HT													
RS													
DM													
IL													
DM													
ZL													
QJ													
BI													
4H													
HD													
SR													
SA													
4D													
GG													
Total													

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



SEND Provision Cycle at OAB

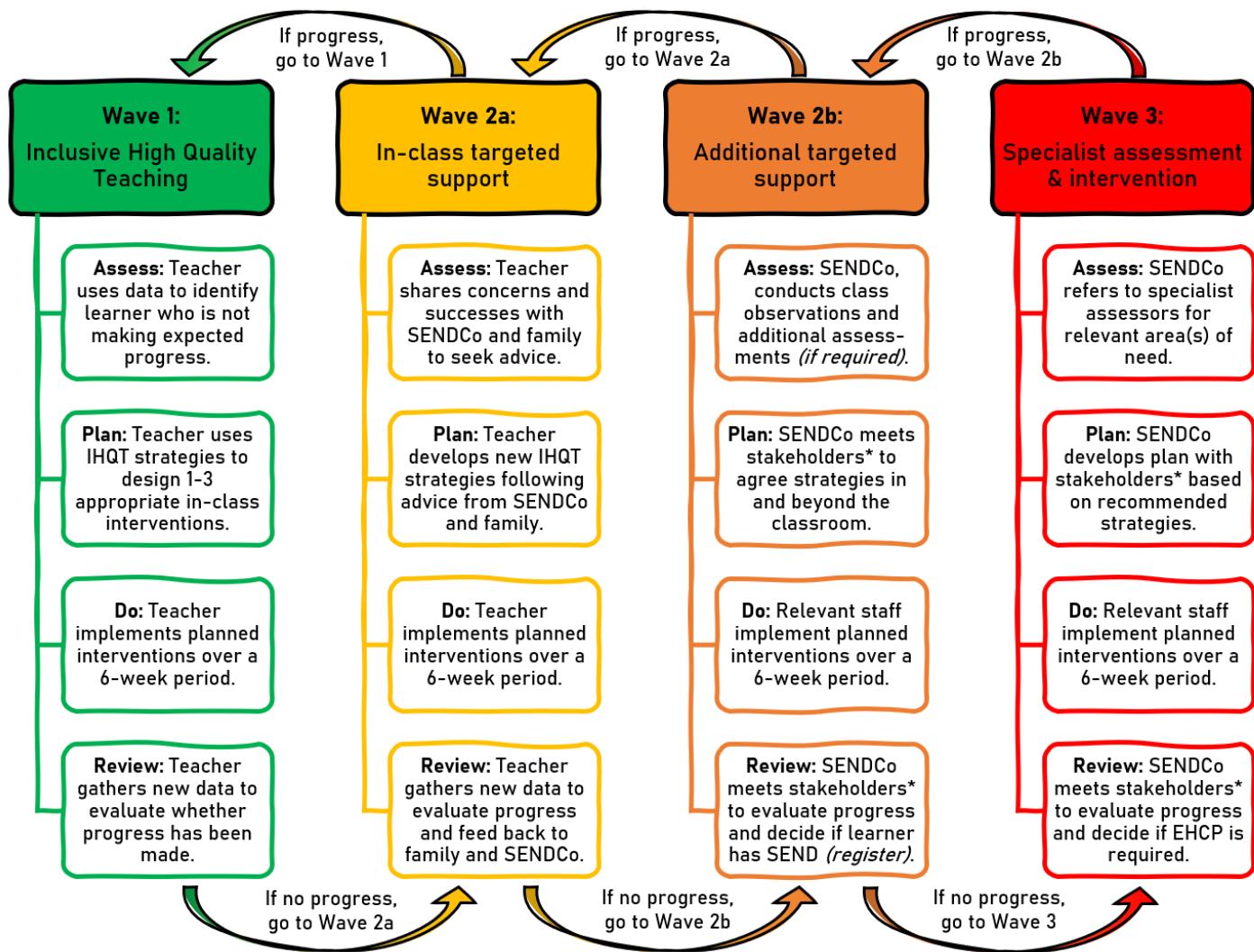


The Oasis Way Graduated Response:

- Assess
- Plan
- Do
- Review

***Stakeholders include:**

- Learner
- Family
- Key teacher(s)
- Support staff



14. How we identify and intervene at Oasis Academy Byron

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
Strategic seating plans	To ensure that all children are seated purposefully to maximise their learning progress and participation in lessons.	Class teachers create seating plans based on their knowledge and understanding of individual children.	Beginning of every academic year. This is reviewed, adapted and updated as appropriate.
Top IHQT strategies by areas of need	To ensure that all teaching staff within the academy know and understand top IHQT strategies in all four main areas of need to maximise teaching and learning.	Through CPD and sharing the document of Top IHQT on teams with all staff.	Beginning of every academic year and continually revisited during staff CPD sessions.
Class intervention plans	To identify children that require additional support to make progress and to ensure that interventions are in place that can be monitored and reviewed to support children's learning and academic attainment.	Following assessment information, during summative pupil progress meetings, class intervention plans are created and discussed to help ensure all children make expected progress in all areas of learning.	Following summative pupil progress meetings and at the end of each intervention cycle.
APDR thinking frames	We use a graduated response process to identify SEND learners and secure progress.	This process begins with the class teacher who fills in the Assess, Plan, Do, Review Thinking Frame to plan a 6-week intervention cycle for targeted learners of concern.	Every 6 weeks following pupil progress meetings.

15. How we secure progress at Oasis Academy Byron

We recognise that, in order to secure progress for all learners, including those with SEND, we need to provide additional support and guidance to teachers in the form of high-quality monitoring and evaluation, to ensure that teachers receive regular feedback and we have a clear picture of our areas of strength and areas of development as an academy.

Our monitoring and evaluation procedures for SEND are captured below:

Aspect	Why we do it	How we do it	When we do it
Data analysis	To monitor progress and to identify children who require additional support to reach expected standards.	Through Insight, QLA and Pupil Progress Meetings.	Termly Pupil progress – bi-weekly.
Learning walks	To monitor and review IHQT strategies in place.	Lesson drop-In's	Half Termly
Work looks	To monitor and review work standards and adaptations in place to support learners.	Lesson drop-in's and meetings with ML/CT or ALT to scrutinise work completed on Showbie or in books.	Half Termly
Pupil voice	To gauge pupils' feelings around all aspects of school life and to identify what we can do to improve the daily school life experience of pupils with SEND	Termly meeting with selected SEND pupils. Questionnaire and wishes can be completed.	Termly

We also recognise the importance of Teaching Assistants, HLTAs, SEND support staff and 1:1 support staff. in securing progress for learners with SEND.

Level 4: Wave 2 & 3 Interventions matched to need.

16. Our SEND offer at Oasis Academy Byron

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

SEND Population Data Analysis – Census Codes			EHCP			SEND Support (K)		
Broad Area of Need	Code	Primary Area of Need	Nat. Av. (Pri/Sec)	No. of Pupils	% of Pupils	Nat. Av. (Pri/Sec)	No. of Pupils	% of Pupils
Communication and Interaction EHCP: TH, UJ SSPP: A	SLCN	Speech, Language & Communication Needs	29% / 17%	2 / 7	28%	35% / 11%	14	
	ASD	Autism Spectrum Disorder	315/28%	0	0%	6% / 10%	1	
	Total		60% / 45%	2		41% / 21%	15	17%
Cognition and Learning EHCP: AS, SRM, A, Y SSPP:	SpLD	Specific Learning Difficulty	4% / 7%	1/ 4		10% / 21%	4	4%
	MLD	Moderate Learning Difficulty	8% / 11%	2/ 4		18% / 20%	2	2%
	SLD	Severe Learning Difficulty	2% / 2%	0	0	1% / 0%	0	0
	PMLD	Profound & Multiple Learning Difficulty	1% / 1%	1/ 4		0% / 0%	1	1%
	Total		15% / 21%	4		29% / 41%	7	11%
Sensory and/ or Physical Needs EHCP:	VI	Visual Impairment	1% / 2%	0	0	1% / 1%	0	0
	HI	Hearing Impairment	2% / 3%	0	0	1% / 2%	0	0
	MSI	Multi-Sensory Impairment	1% / 0.3%	0	0	1% / 1%	0	0
	PD	Physical Disability	5% / 6%	0	0	2% / 2%	0	0
	Total		9% / 11%	0	0	5% / 6%		
Social, Emotional & Mental Health Difficulties SSPP: MP, TC	SEMH	Social, Emotional and Mental Health	13% / 20%	0	0	17% / 23%	2	
No Specific Need Identified	NSA	SEN Support but No Specialist Assessment		0	0	5% / 3%	6	
Other	OTH	Other Difficulty	3% / 3%	0	0	3% / 6%	0	
Overall Total								

17. Early interventions and intensifying support at Oasis Academy Byron

We have carefully designed our SEND offer to meet the needs of our academy at every wave of the graduated response. Please see Appendix 1 **All-Through Academy SEND Offer.**

18. Statutory commitments to children with EHCPs at Oasis Academy Byron

If we feel a pupil needs more specialist help, we can work with the following people to get support:

Agency or Service Who they work with	Agency or Service Who they work with	Agency or Service Who they work with
Educational Psychology Service (EPS)	Children with complex needs and where an application for an Education, Health and Care Plan assessment is made	The academy has an allocated Educational Psychologist who the SENCo is in regular contact with. Parent/carer consent is required
Pupil and School support (PSS)	Children who are working below the age-related expected level or who have cognition and learning difficulties.	The academy has a PSS advisory teacher who visits regularly. The SENCo will speak with parent/carers/Carers if they feel she should work with an individual pupil. Parent/carer consent is required.
Communication and Autism Team (CAT)	Children who are being assessed for or already have a diagnosis of autism or social communication difficulties.	The academy has a CAT advisory teacher who visits regularly. We can contact her after a referral or diagnosis has been made. The SENCo will speak with parent/carers/Carers if they feel she should work with an individual pupil. Parent/carer consent is required.
Physical Disability Support Service (PDSS)	Children with Physical Difficulties which impact on their school access. They also provide training for staff.	Pupils are usually referred following a medical diagnosis; however, school can contact them for general advice.
Speech and Language Therapy Service (SALT)	Children who are having difficulty with speech, language or communication. Children can have an in-depth assessment and intervention where needed.	The academy has access to a Speech and Language Therapist who works with children in school and can make referrals for further support. Parent/carer consent is required.
Beacon Behaviour Support	Supporting children with Behavioural, Social, emotional and Mental Health needs.	Beacon provides an allocated behaviour specialist who gives advice and works directly with pupils, teachers and parent/carers. Parent/carer consent is required.

School Nurse	Children with medical needs and their families.	The school nurse visits to see children and parent/carers/carers who have been referred to their service. Parent/carer consent is required.
Sensory Support Service (SSS)	Children who have particular sensory needs such as visual or hearing difficulties where access to the usual school environment is effective.	Pupils are usually referred following a medical diagnosis; however school can phone them for further support and general advice.
Occupational Therapist	Children who have difficulty completing everyday tasks can receive Occupational therapy which aims to improve their ability to live their daily lives.	Pupils are usually referred following a medical diagnosis; however school can phone them for further support and general advice
Agency or Service Who they work with	Agency or Service Who they work with	Agency or Service Who they work with
Educational Psychology Service (EPS)	Children with complex needs and where an application for an Education, Health and Care Plan assessment is made	The academy has an allocated Educational Psychologist who the SENCo is in regular contact with. Parent/carer consent is required
Pupil and School support (PSS)	Children who are working below the age-related expected level or who have cognition and learning difficulties.	The academy has a PSS advisory teacher who visits regularly. The SENCo will speak with parent/carers/Carers if they feel she should work with an individual pupil. Parent/carer consent is required.
Communication and Autism Team (CAT) (AET)	Children who are being assessed for or already have a diagnosis of autism or social communication difficulties.	The academy has a CAT advisory teacher who visits regularly. We can contact her after a referral or diagnosis has been made. The SENCo will speak with parent/carers/Carers if they feel she should work with an individual pupil. Parent/carer consent is required.
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Beacon Behaviour Support	Supporting children with Behavioural, Social, emotional and Mental Health needs.	Beacon provides an allocated behaviour specialist who gives advice and works directly with pupils, teachers and

		parent/carers. Parent/carer consent is required.
School Nurse	Children with medical needs and their families.	The school nurse visits to see children and parent/carers/carers who have been referred to their service. Parent/carer consent is required.
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Occupational Therapist	Children who have difficulty completing everyday tasks can receive Occupational therapy which aims to improve their ability to live their daily lives.	Pupils are usually referred following a medical diagnosis, however school can phone them for further support and general advice

19. Alternative pathways at Oasis Academy Byron

At Oasis Academy Byron, we follow the statutory commitments for children with EHCP's using the relevant legislation: Sections 36, 37, 38, 39 and 40 of the Children and Families Act 2014 and Regulations 4, 5, 8, 10, and 13 of the SEND Regulations 2014

20. Alternative pathways at Oasis Academy Byron

At Oasis Academy Byron, we provide alternative pathways for those children with EHCP's or SSPP's that require a personalised curriculum as stated in section F of their EHCP or Additional Provision as stated in the child's SEN Support Provision Plan.

Appendix 1
All-Through Academy SEND Offer

Wave 1 Universal Offer: Quality First Teaching	Wave 2 Targeted Support: Early Intervention	Wave 3 Specialist Provision: Bespoke Planning
<p style="text-align: center;">What happens at this stage?</p> <p>Class teachers should use the below checklists to address any concerns they have, using Assess, Plan, Do, Review Framework.</p> <p>Involved professionals: Class teachers and support staff, pastoral team, safeguarding team, senior leadership and inclusion team.</p>	<p style="text-align: center;">What happens at this stage?</p> <p>If there is no improvement following Wave 1 support, a conversation will happen with the child's family where one or more of the targeted support interventions will be agreed to support the pupil.</p> <p>Involved professionals: As previous, plus targeted speech and language interventions</p>	<p style="text-align: center;">What happens at this stage?</p> <p>If there are no further improvements following agreed targeted support of Wave 2, then specialists may be commissioned as part of a SEND Team around the child for advanced support and intervention.</p> <p>Involved professionals: As previous, plus NHS S&L Team</p>
Communication and Interaction (Speech and Language)		
<ul style="list-style-type: none"> • Whole school quality first teaching with responsive teaching strategies in place • Colourful semantics used throughout the academy across the curriculum to support • Consistent agreed-approach to display boards • Drawers are labelled and have Widget symbols • WELCOMM screener in EYFS • Visual timetables updated daily • Now and Next Boards 	<ul style="list-style-type: none"> • Colourful semantics are used in English to support specific children with communicating their ideas • WELCOMM Groups. • Speech and language BOATS continuum targets • Social stories • PIC interventions • Circle of friends • Named instructions 	<ul style="list-style-type: none"> • Speech and Language observations and recommendations • Referral to NHS Speech therapy. • Specialist provision for KS2 SATs • Pupil power packs- to assist children with specific targets. • Lego therapy • Attention box games • Structured group games • EHCP and SSPP targets

<ul style="list-style-type: none">• Every lesson has a 'Key Vocabulary' slide where definitions are shared with children• Additional use of IT used to support the curriculum• Staff will keep instruction clear and concise to avoid cognitive overload• Allowing thinking time and partner talk• Communication boards throughout the academy and school site• Every child assessed via WELCOMM on entry into EYFS• Regular CPD opportunities for staff regarding Speech and language support.• Restorative justice board conversations.• Chunked instructions• Labelled provision		
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<p style="text-align: center;">Wave 1</p> <p style="text-align: center;">Universal Offer: Quality First Teaching</p> <p style="text-align: center;">What happens at this stage?</p> <p style="text-align: center;">Class teachers should use the below checklists to address any concerns they have, using Assess, Plan, Do, Review Framework.</p> <p style="text-align: center;">Involved Professionals:</p> <p style="text-align: center;">Class teachers and support staff, pastoral team, safeguarding team, senior leadership (Phase leaders) and inclusion team.</p>	<p style="text-align: center;">Wave 2</p> <p style="text-align: center;">Targeted Support: Early Intervention</p> <p style="text-align: center;">What happens at this stage?</p> <p style="text-align: center;">If there is no improvement following Wave 1 support, a conversation will happen with the child's family where one or more of the targeted support interventions will be agreed to support the pupil.</p> <p style="text-align: center;">Involved professionals:</p> <p style="text-align: center;">As previous and Named SENDCO (Special Educational needs and disability Coordinator)/ Assistant SENCO</p>	<p style="text-align: center;">Wave 3</p> <p style="text-align: center;">Specialist Provision: Bespoke Planning</p> <p style="text-align: center;">What happens at this stage?</p> <p style="text-align: center;">If there are no further improvements following agreed targeted support of Wave 2, then specialists may be commissioned as part of a SEND Team around the child for advanced support and intervention.</p> <p style="text-align: center;">Involved professionals:</p> <p style="text-align: center;">SENCO, Pupil in School support, Educational Psychologist, Occupational Therapists, Learning Support Team.</p>
<p>Cognition and Learning</p>		
<ul style="list-style-type: none"> • Whole school quality first teaching with responsive teaching strategies in place • Staff will keep instructions clear and concise to avoid cognitive overload. • Regular CPD opportunities for staff to understand how to support. • Physical organisation of the classroom adapted for all learners. • Clear and consistent boundaries in place. 	<ul style="list-style-type: none"> • Targeted interventions • Regular meetings to discuss children in question and review IPMS's. • SENCO/ Phase leads to observe child in class and suggest further strategies to support. • Dyslexia and dyscalculia screeners • Any flagged children routinely monitored and will be placed on the SEND Spreadsheet. • Lexia • Scaffolding/modelling 	<ul style="list-style-type: none"> • Occupational therapist observations and recommendations. • Educational Psychologist observations and recommendations. • CCN observations and recommendations. • EHCP pathway (Annual Reviews) • Specialist provision for KS2 SATs • Personalised learning targets to address gaps in knowledge (e.g. phonics groups and specialist maths groups) • Touch typing- dance map • Prompt/reader/scriber

<ul style="list-style-type: none"> • Attendance monitoring to identify vulnerable pupils. • Additional use of IT used to support the curriculum. • Encouragement to access full use of resources around the school – library contents – SEND specific books/ Dyslexia friendly books. • Task boards/widget • Concrete materials • Timers • Enlarged texts/ coloured paper. • Flexible groupings 	<ul style="list-style-type: none"> • Fresh start • Phonics boosting • Pre and post teach • Word webs 	<ul style="list-style-type: none"> • Pupil power packs- to assist children with specific targets. • EHCP and SSPP targets •
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<p style="text-align: center;">Wave 1</p> <p style="text-align: center;">Universal Offer: Quality First Teaching</p> <p style="text-align: center;">What happens at this stage?</p> <p>Class teachers should use the below checklists to address any concerns they have, using Assess, Plan, Do, Review Framework.</p> <p style="text-align: center;">Involved professionals:</p> <p>Class teachers and support staff, pastoral team, safeguarding team, senior leadership and inclusion team.</p>	<p style="text-align: center;">Wave 2</p> <p style="text-align: center;">Targeted Support: Early Intervention</p> <p style="text-align: center;">What happens at this stage?</p> <p>If there is no improvement following Wave 1 support, a conversation will happen with the child's family where one or more of the targeted support interventions will be agreed to support the pupil.</p> <p style="text-align: center;">Involved professionals:</p> <p>As previous, in addition to child's family and other professionals such as STICK.</p>	<p style="text-align: center;">Wave 3</p> <p style="text-align: center;">Specialist Provision: Bespoke Planning</p> <p style="text-align: center;">What happens at this stage?</p> <p>If there are no further improvements following agreed targeted support of Wave 2, then specialists may be commissioned as part of a SEND Team around the child for advanced support and intervention.</p> <p style="text-align: center;">Involved professionals:</p> <p>As previous, with additional access to 1-2-1 STICK counsellors and CAHMS.</p>
SEMH		
<ul style="list-style-type: none"> • Whole school quality first teaching with responsive teaching strategies in place • Oasis provides a broad and balanced curriculum e.g. PSHE looks into strategies to support mental health. • Physical organisation of the classroom adapted for learners. • 3 houses • Clear and consistent boundaries in place 	<ul style="list-style-type: none"> • STICK groups and referrals • Bespoke sessions for LAC • Small Nurture groups which are responsive and flexible • Small Behaviour groups which are responsive and flexible • Personalised timetable • 1:1 or small group mentoring • Planned break/lunchtime arrangements. 	<ul style="list-style-type: none"> • CAHMS cast. • STICK sessions for targeted children following initial assessment. • Additional supervision or provisions during lunch and break times to assist social interactions, independence, play and emotional wellbeing. • Specialist provision for KS2 SATs • Safety plans • Social groups

<ul style="list-style-type: none"> • Attendance monitoring to identify vulnerable pupils. • PPM meeting to identify vulnerable pupils. • Daily self-reflection referring the zones of regulation. • Pastoral Worry box • Prize box/motivators • Calm corners used for grounding techniques. • Restorative justice board conversations/ activities • Well-being champions across KS2 to support across the academy. • Pastoral staff have Youth and Mental Health First Aid Training • Sensory Walkways across the academy • Mental Health week is part of our curriculum. • Well-being weeks following summer holidays and Christmas holidays. • Consistent application of behaviour policy: routines, sanctions, rewards, etc. • School houses and house point system • Personalised reward chart • Social stories • Trusted adults • Consistent structure and routine 	<ul style="list-style-type: none"> • Facilitated games and activities through unstructured periods such as play times • Social skills group • Lego therapy • Zones of Regulation targeted intervention. • Mini SLT used to mentor specific children • Talkabout interventions • Buddy system • Individual behaviour plans 	<ul style="list-style-type: none"> • 1:1 mentoring from Every child needs a mentor • EHCP and SSPP targets
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Wave 1 Universal Offer: Quality First Teaching	Wave 2 Targeted Support: Early Intervention	Wave 3 Specialist Provision: Bespoke Planning
<p>What happens at this stage? Class teachers should use the below checklists to address any concerns they have, using Assess, Plan, Do, Review Framework.</p> <p>Involved Professionals: Class teachers and support staff, pastoral team, safeguarding team, senior leadership (Phase leaders) and inclusion team.</p>	<p>What happens at this stage? If there is no improvement following Wave 1 support, a conversation will happen with the child's family where one or more of the targeted support interventions will be agreed to support the pupil.</p> <p>Involved professionals: As previous and Named SENDCO (Special Educational needs and disability Coordinator)</p>	<p>What happens at this stage? If there are no further improvements following agreed targeted support of Wave 2, then specialists may be commissioned as part of a SEND Team around the child for advanced support and intervention.</p> <p>Involved professionals: SENCO, Educational Pyschologist, CAT team and Occupational Therapists.</p>
Sensory and Physical Needs		

<ul style="list-style-type: none"> • Sensory walks in corridors across the academy • 5-minute fitness after the register during both the morning and afternoon session. • Children have access to a range of suitable fidget toys which do not disrupt others. • Access to pencil grips, triangular pencils, coloured overlays and Easi-grip scissors. • Kinetic letters programme used to support pencil grip and appropriate sitting. • CPD for all Teachers and Support Staff. • Swivel boards • Fidget toys/chew necklaces/ ear defenders • Adapted scissors/rulers • Access to wobble cushions • Access to Thera Band on chair legs 	<ul style="list-style-type: none"> • Specific children can have brain breaks when needed. • Sensory observation checklist • Fine motor building activities- tweezer and threading strengthening • Sensory room/library time • Handwriting scheme- number and letter formation 	<ul style="list-style-type: none"> • Further professional involvement from external agencies • Specialist provision for KS2 SATs • Regular reviews for monitored children. • EHCP pathway (Annual Reviews) • Occupational Therapist • Specialist coffee mornings for parents and carers • Movement break plan • Sensory circuit • OT gross and motor skills at break and lunch time • EHCP and SSPP targets
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