



# SEND Information Report

December 2025

All Croydon schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs and disabilities. There is a shared expectation that all pupils, regardless of their specific needs, will benefit from inclusive teaching which will enable them to make the best possible progress in school, ensure they can actively participate in the wider aspects of school life and support refines for the next phase of education and preparation for adulthood.

At Oasis Academy Byron, we strive to support children at every opportunity by creating a supportive inclusive environment, taking account of pupils' varied life experiences and needs. We offer a rich curriculum that challenges and stimulates all learners and have high expectations for all our children. Our vision is that all children at Oasis Academy Byron will achieve their potential as learners, with their successes recognised and celebrated.

## Special Educational Needs and Disability (SEND)

We refer to the Term "Special Educational Needs" if a child:

- a. Has significantly greater difficulty in learning than most of the children his or her age in one or more areas of learning.
- b. Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the Local Authority for children of a similar age.

The difficulty or disability may relate to:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health.
- Sensory and/or Physical Needs

## How do we identify and assess pupils with Special Educational Needs and/or disability?

At Oasis Academy Byron, class teachers and the leadership team monitor the progress of pupils regularly reviewing their progress. We also use a range of assessments with all the pupils at various points including teacher assessment, termly assessments, end of key stage assessments (SATs), oracy screening, phonics assessments and flourish wellbeing assessments. These help us to identify any additional needs, such as speech and language needs, specific learning needs and social and emotional difficulties.

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The principle of early identification and intervention is the foundation to identifying those pupils who need additional support. This is often put into place, even if a special educational need has not been identified. This additional support will enable pupils to make additional progress in their learning. Examples of additional support are additional precision teaching of reading, additional maths sessions, social skills small group session, drawing-talking therapy and drama therapy.

Despite high quality targeted teaching, some pupils may continue to make less progress. For these children and in consultation with parents, strengths and weaknesses are identified and used to form an appropriate and individualised intervention plan, this is referred to as wave 2 support. This plan is reviewed regularly and refined or revised, as necessary. At this point, because the pupil requires additional provision, we will have identified that this pupil as having a Special Educational Need. If the pupil makes good progress using this additional and different wave 2 support/intervention (but would not be able to maintain good progress without it) we will continue to identify the pupil as having a Special Educational Need.

We ensure that all teachers and support staff who work with the children are aware of the support to be provided and the teaching approach to be used. Teachers and the SENDCO meet regularly to review and monitor progress.

**How will we evaluate the effectiveness of the provision made for pupils with Special Educational Needs and/or disability with or without an Education, Health and Care Plan?**

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made. The SEN Code of Practice (2014) describes adequate progress as that which: -Is similar to that of children of the same age who had the same starting point matches or improves on the pupils previous rate of progress which allows the attainment gap to close between the pupil and children of the same age. -For pupils with an Education Health and Care Plan there will be at least an annual review of the provision made for the child, which will enable an evaluation of effectiveness of the special provision to be made.

**What are the Academy’s arrangements for assessing and reviewing the progress of pupils with Special Educational Needs and/or disability?**



For all children including those with SEND their progress is tracked regularly to inform targets and to measure steps of progress. This forms part of our assess, plan, do, review cycle.

This is shared with the families and children to support them through the process. If the assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed, adjusted and where necessary additional support put into place.

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## **What is the Academy's approach to teaching pupils with Special Educational Needs and/or disability?**

We work to ensure that our approach to teaching and learning is of a high quality and personalised to meet the individual needs of majority of the children. Some children need educational provision that is additional to or different from this. This is Special Educational Provision.

In meeting the requirements of The National Curriculum Framework, the academy employs some additional teaching approaches, as advised by internal and external assessment, for example one to one support and small group teaching. These are often delivered by additional staff under the close direction of teachers employed through the funding provided by the academy, known as 'notional SEN funding'. The class teacher will remain responsible for working with the pupil daily.

## **What is the academy's approach to supporting pupils with medical conditions?**

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have Special Educational Needs and/or disability, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at the academy with medical conditions. We have experience of supporting pupils with a range of medical needs; training will be sought if necessary. If a child has self-care needs, suitable arrangements will be made.

## **How does the academy adapt the curriculum and learning environment for pupils with Special Educational Needs and/or disability?**

At Oasis Academy Byron we follow the advice in The National Curriculum on how to adapt the curriculum and learning environment for pupils with Special Educational Needs and/or disability. We also incorporate the advice provided from assessments both internal and external, and the strategies described in the Statements of the Special Educational Needs/ Education, Health and Care Plans. What additional support for learning is available to pupils with Special Educational Needs and/or disability? Academies received funding for SEN pupils. This funding is used to support and enhance the high-quality teaching in the academy. It helps to fund some resources for pupils requiring the special educational provision. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the academy will request 'top up' from the Local Authority where the child lives.

The principal has the final say in the use of the personal budget within the academy.

Our academy has become part of an initiative by Croydon Council to improve support for children with Special Educational Needs and/or disabilities who live in Croydon. Along with several other schools in our local area, we have additional funding to provide earlier and better targeted help and support to children with SEND. This will enable our special needs staff who work closely with our partner schools to quickly get the necessary support and help for pupils who are beginning to demonstrate that they have additional needs which can't be met through our own Academy SEND resources.

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This early help which may be in the form of advice, school to school support, referral to specialist services, or additional resources can be put into place rapidly without unnecessary delay. This is because our group of schools hold the funding between us so we can direct this to the most suitable children in an efficient and targeted way.

This initiative is called 'Locality SEND Support'. We will of course monitor the outcomes closely. Presently the scheme is only for Croydon residents and will not impact on students who already have an Education and Health Care Plan or those in Enhanced Learning Provisions.

### **What activities are available for pupils with Special Educational Needs and/or disability in addition to those available in accordance with the curriculum?**

All clubs, trips and activities offered to pupils at Oasis Academy Byron are available to pupils with Special Educational Needs and/or disability, where appropriate. For some pupils 'reasonable adjustments', may need to be made. This is always done in partnership with families and carers.

A range of clubs are provided including sports clubs and after school clubs. Every effort will be made to provide support for those children with SEND who require it, if the academy is able to access additional funding.

### **What support is available for improving the emotional and social development of pupils with Special Educational Needs and/or disability?**

At Oasis Academy Byron we understand that an important feature of the academy is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance; social skills groups and PSHE lessons and indirectly with all conversations adults have with pupils throughout the day. Pupils with emotional and social needs, because of their Special Educational Need and/or disability will be supported to enable them to develop and mature appropriately. We are interested in hearing parents/carers and pupils' views. We use 'pupil voice' to support children with SEND to express their views. We use PHSE sessions, worry boxes and children's Flourish assessments to discuss issues around inclusion and bullying.

### **How will equipment and facilities to support children with Special Educational Needs and/or disability be secured?**

We have a range of specialist equipment including occupational therapy resources and speech and language therapy resources. These resources are provided on the recommendations made in the reported, by the occupational therapists and speech and language therapists. Other specialist equipment will be considered on an individual basis and additional funding will be sought if necessary.

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## **What are the arrangements for consulting parents of children with Special Educational Needs and/or disability?**

All parents of pupils at Oasis Academy Byron are invited to discuss the progress of their children at least three times a year and receive written report once a year. In addition, we are happy to arrange meetings outside of these times.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to help us address these needs further. From this point onwards the pupil will be identified as having Special Educational Needs because the special educational provision is being made and the parent will be invited to all planning and reviews of this provision.

Parents will be actively supported to contribute to assessment, planning and review. In addition to this, parents of pupils with a Statement of SEN/Education Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

## **What are the arrangements for consulting young people with Special Educational Needs and/or disability?**

When a pupil has been identified as having Special Educational Needs and/or disability because special educational provision is being made for him or her, where appropriate, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents play a significant role in their child's provision and the academy aims to work closely with parents to support the child and the whole family.

## **What are the arrangements made by the Oasis Community Learning relating to the treatment of complaints from the parents of pupils with Special Educational Needs and/or disability concerning the provision made at the academy?**

The same arrangements for the treatment of complaints at Oasis Academy Byron, are used for complaints about provision made for Special Educational Needs and/or disability. We encourage parents to discuss their concerns with the class teacher, SENDCO or the Principal to resolve the issue before making the formal complaint.

## **How does the academy involve other agencies, including health and social services, Local Authority support services and voluntary organisations, in meeting the needs of the pupil with Special Educational Needs and/or disability and in supporting the families of such pupils?**

The academy works with several external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

These include:

- Educational Psychology, our attached Educational Psychologist is Nicola Tallis

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- Speech and Language therapy for children with EHCP (currently there are very few speech and language provisions for children run by Croydon – we are providing some of this from recommendations made by the therapists)
- Early Help Team • CAMHS (Child and Adolescent Mental Health Service)
- Croydon Sensory Support Service – visual impairment service
- Croydon Sensory Support Service – hearing impairment service
- Occupational Therapy

### **What are the contact details of support services for the parents of pupils which Special Educational Needs and/or Disability, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)?**

Croydon Special Educational Needs and Disabilities Information and Advice Support Service (SENDIASS) is a free, confidential and impartial service for parents and carers, children and young people (up to 25 years).

The type and range of support offered includes:

- Information regarding the local offer, local policy and SEN/disability law from independently trained staff
- Advice for parents/carers, children and young people on gathering, understanding and interpreting information and plying it to their own situation.
- Personalisation of personal budgets
- Information on the local authorities process for resolving disagreements, its complaint procedures and means of redress.
- Signposting children, young people, and parents to alternative and additional sources of local and national information, advice and support
- Individual casework and representation where needed including support in attending meetings, contributing to assessments and reviews and participating in decisions about outcomes for the child or young person
- Support for the parents and young people in managing medication and appeals to the SEND tribunal.

They can be contacted on 0208 663 5630

[croydon@kids.org.uk](mailto:croydon@kids.org.uk)

### **What are the academy's arrangements for supporting pupils with Special Educational Needs and/or disability in transferring between phases of education?**

At Oasis Academy Byron, we work closely with the educational settings used by the pupils before they transfer to us, to seek the information that will make the transfer as seamless as possible. Transition work happens between Key Stage one and Key Stage Two as well as between all the years as the children move up through the academy.

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We also contribute information to pupils' onward destination by providing information to the next setting. We hold face to face meetings with the child's teacher each year and written information about the child is also passed on.

At the end of KS2, SENDCOs from secondary schools are invited to the final termly provision review meeting, which is held in the Summer Term prior to transition day. Records are handed over at the meeting organised by the Local Authority. In addition, some children participate in additional visits to their receiving school if we feel that they would benefit from this.

### **Where is the local authority's local offer published?**

The local authority's local offer is published on –

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

Further information on the Locality Initiative can also be found on our website.

### **The name and contact details of the SEND Co-Ordinator**

At Oasis Academy Byron, we have a part time SENDCO, Mrs Lobo. She is a qualified teacher and has been in post since September 2023. To arrange an appointment with Mrs Lobo, please contact the school office.

**This report setting out our approaches to meeting the needs of pupils with SEND will be updated at least annually.**

**We welcome your feedback and views on how helpful this information is and recommendations about how we can make it clearer or include other information.**

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