



## THE SEND INFORMATION REPORT

### School Vision Statement for Children with Special Educational Needs:

*At Oasis Academy Byron, our vision is that all children will succeed in their learning and no individual or group will be left behind. Effective and inclusive partnership work will ensure early identification and suitable provision to support all children to achieve their potential.*

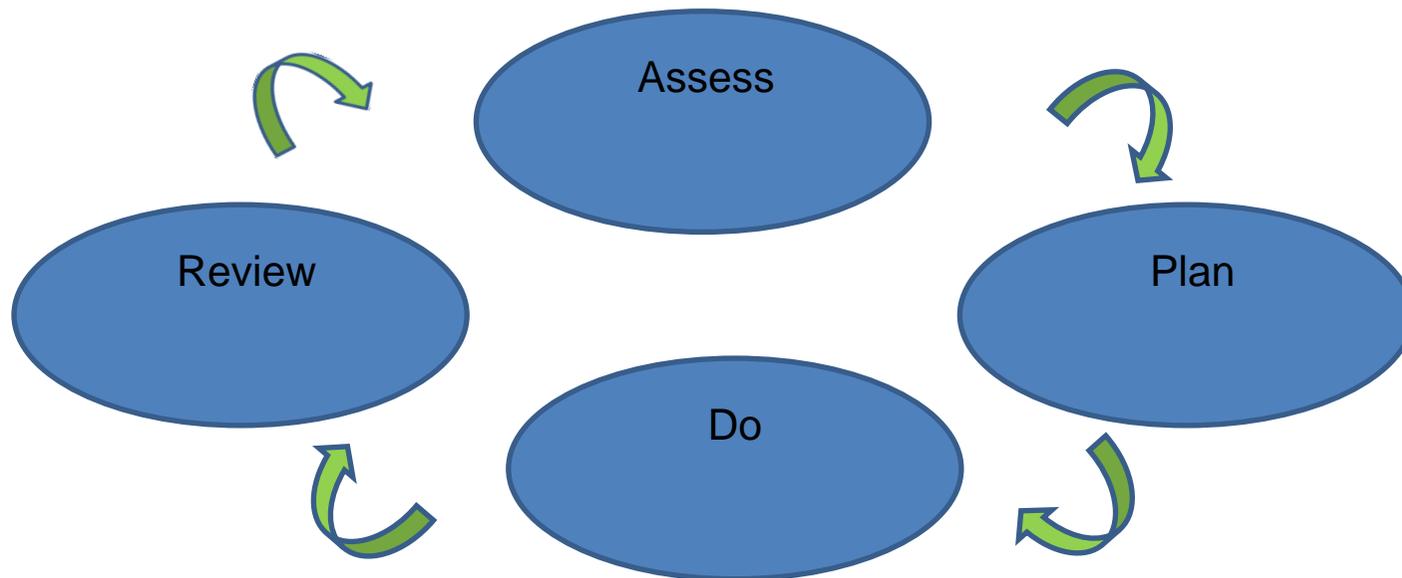
### Roles and Responsibilities in the School for children with SEND

Role	Responsibility
<p><b>Class Teacher</b></p> <p><i>Reception Mrs Turner</i>  <i>Year 1 Miss Milward</i>  <i>Year 2 Ms Downes</i>  <i>Year 3 Mrs Hughes</i>  <i>Year 4 Ms Sayers</i>  <i>Year 5 Ms Talbot</i>  <i>Year 6 Mrs Claridge</i></p>	<p><b>To provide good quality first teaching by:</b></p> <ul style="list-style-type: none"> <li>• Taking into account the views of parents/carers and young people</li> <li>• Identifying and assessing individual need and tracking progress</li> <li>• Planning and delivering a challenging and differentiated curriculum which ensures the progress of all children</li> <li>• Using prior knowledge as a starting point for learning</li> <li>• Adapting teaching strategies to meet the needs of all learners</li> <li>• Creating a classroom environment where all pupils understand expectations and know where to find support</li> <li>• Creating a classroom atmosphere which encourages and values the contributions of all children</li> <li>• Supporting the identification, planning and provision for children needing extra support</li> <li>• Devising personalised SEND Support Plans, with support from the Inclusion Manager.</li> <li>• Implementing the advice from outside agencies to support the learning and progress for identified children</li> </ul>

Role	Responsibility
<p><b>Inclusion Manager</b></p> <p><i>Mrs Valeriano</i></p>	<p><b>To develop, alongside the Principal, the strategic development of SEND provision, within the school, by:</b></p> <ul style="list-style-type: none"> <li>• Creating an overview of the needs across the school</li> <li>• Facilitating training for support staff where appropriate</li> <li>• Providing advice for all staff</li> <li>• Working in partnership with pupils and parents/carers to improve outcomes</li> <li>• Liaising with a range of agencies and ensuring the implementation of support programmes</li> </ul>
<p><b>Specialist Support Staff</b></p>	<p><b>To support the work of the class teacher by:</b></p> <ul style="list-style-type: none"> <li>• Working directly with children who have Special Educational Needs and Disability (SEND) by supporting them within the classroom and targeting areas of focus from their Support Plans and/or Care Plans</li> <li>• Working in partnership with the class teacher by contributing to planning and feeding back on progress towards individual targets and learning outcomes</li> <li>• Supporting identified children through mentoring sessions, draw and talk, Lego therapy, ELSA under the direction of the Inclusion Manager</li> </ul>
<p><b>Principal</b></p>	<p>The day to day management of all aspects of the school including the provision made for children with Special Educational Needs and Disabilities (SEND).</p>
<p><b>SEN Hub Council Members</b></p>	<p>Supporting the school to develop the quality and evaluate the impact of provision for children with Special Educational Needs and Disabilities (SEND)</p>

## How are Children with Special Educational Needs Identified?

- When children have a Special Educational Need or Disability (SEND) before they start our school, we work with the people who already know them and use the information already available to identify what their needs will be in our school setting.
- If you are worried about your child, please discuss your concerns with your child's class teacher, by asking for a meeting with them. The class teacher may then speak with the Inclusion Manager to seek further advice
- If a teacher has concerns they will discuss the issues with you and implement ways of working together to support your child.
- Where a child continues to make little or no progress, despite support matched to the child's need, Special Educational Needs support is then put in place.
- Difficulties with social and emotional wellbeing may also trigger a need for additional support
- Four types of action should be taken to ensure effective support. The following cycle will be used to provide your child with additional support:



<b>What does this mean?</b>	
<b>Assess &amp; Review</b>	<p>Meetings are held each term to look at progress of all children. There will be discussions with key staff to plan for additional support and the outcomes expected from this intervention. You and your child will be invited to contribute to these discussions. In some instances, it may be necessary to increase or change the nature and level of support to help your child make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist or Speech and Language Service. A referral for support for an outside agency will only be made with your consent.</p> <p>At the termly parents' evenings you and your child will be invited to review the support and the targets that have been in place and work together to plan for the next term.</p>
<b>Plan &amp; Do</b>	<p>Targets and actions to help your child overcome any difficulties will be carefully recorded by the school in an SEND Support Plan (SSP) This will take into account your child's strengths as well as areas of difficulties. It will identify ways in which you can help your child at home. Identified additional provision will then be carried out until the next review.</p>

### **How will teaching be adapted to meet the needs of my child?**

*Our teachers are skilled and supported to adapt teaching to meet the needs of each class. Their planning takes into account the individual needs and requirements of all children though:*

- Learning differentiated to the needs of the child, ensuring that all children can experience success and challenge
- Grouping arrangements that maximise learning opportunities for all
- Support staff used flexibly to help groups and individuals with a long-term goal of encouraging and developing independent learning skills
- Where required, more specific and personalised interventions to develop key areas of their learning
- Integrating resources and strategies as recommended by specialist agencies

### **How are staff kept up to date with the Special Educational Needs in the school?**

The academy recognises the importance of the National Award for Special Educational Needs Accreditation and the Inclusion Manager has achieved this. The Inclusion Manager actively engages in a range of opportunities to share best practice and keep abreast of current, local and national initiatives and policy to support children with SEND. The school also seeks advice and guidance from local special schools and other relevant agencies to help school staff develop provision for children who have the most complex needs. Specialised

training for teachers and support staff is an important part of ensuring that they have the appropriate skills and knowledge to support the needs of children with SEN.

### **What specialist support can the school access to support my child?**

The school works with a number of specialist agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- CAMHS (Child and Adolescent Mental Health Service)
- Children's Centres
- Community Paediatrician
- Education Welfare Service
- Educational Psychologist
- Family Resilience Service
- Hearing Impairment Service
- Occupational Therapy
- Parent Partnership
- School Nurse
- Social Care
- Special School Outreach Support
- Speech and Language Therapy
- Virtual School for Children Looked After
- Visual Impairment Service

A full range of the support available can be found in the Croydon Local Offer for pupils with SEN

<http://www.croydon.gov.uk/education/special-educational-needs/>

## How can the school help my child with transition?

Some children with SEND can become particularly anxious about transition. As a school we try to make this as stress free as possible for both you and your child.

When moving between classes a transition meeting will take place between the current teacher and the new teacher. If appropriate there will be opportunities for your child to visit the new class and meet key staff. A transition photo book can be used to assist with this change.

When moving to secondary school the Inclusion Manager will liaise with all the receiving schools, regarding any child with additional needs. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help your child become familiar with the setting and to reduce any anxieties.

## There are many Special Education Needs terms that are abbreviated which can lead to confusion (even for us!)

Below is a glossary of the most used terms:

<b>ADD</b>	Attention Deficit Disorder	<b>ISR</b>	In School Review
<b>ADHD</b>	Attention Deficit and Hyperactivity Disorder	<b>KS</b>	Key Stage
<b>ASD</b>	Autistic Spectrum Disorder	<b>LA</b>	Local Authority
<b>ASP</b>	Additional Support Plan	<b>LAC</b>	Looked After Child/Children
<b>BESD</b>	Behavioural Emotional and Social Difficulties	<b>MLD</b>	Moderate Learning Difficulty
<b>CAF</b>	Common Assessment Framework	<b>NC</b>	National Curriculum
<b>CAMHS</b>	Child and Adolescent Mental Health Service	<b>OT</b>	Occupational Therapist
<b>LAC</b>	Looked After Child	<b>PEP</b>	Personal Education Plan
<b>CoP</b>	Code of Practice	<b>PSP</b>	Pastoral Support Programme
<b>CP</b>	Child Protection	<b>P&amp;FSW</b>	Pupil and Family Support Worker
<b>DCD</b>	Developmental Co-ordination Disorder	<b>SaLT</b>	Speech and Language Therapy
<b>DDA</b>	Disability Discrimination Act	<b>SEN</b>	Special Educational Needs
<b>DfE</b>	Department for Education	<b>SENCO</b>	Special Educational Needs Co-ordinator
<b>EAL</b>	English as an Additional Language	<b>SpLD</b>	Specific Learning Difficulty

<b>EH&amp;CP</b>	Education, Health and Care Plan	<b>TA</b>	Teaching Assistant
<b>ELP</b>	Enhanced Learning Provision	<b>VI</b>	Visual Impairment
<b>EP</b>	Educational Psychologist		
<b>EWO</b>	Education Welfare Officer		
<b>FSM/UFSM</b>	Free School Meals/ Universal Infant Free School Meals		
<b>HI</b>	Hearing Impairment		
<b>IEP</b>	Individual Education Plan		