



# SEND Information Report 2020-2021

# Oasis Academy Brislington

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#### **What kinds of Special Educational Needs are catered for at Oasis Academy Brislington?**

Oasis Academy Brislington prides itself on being an inclusive Academy. We cater for students with a wide range of needs including:

- Cognition and Learning Difficulties (CL) including Dyslexia and Dyscalculia
- Communication and Interaction Difficulties (CI) including Autism (ASD)
- Physical and Sensory Impairments (PI.MSI)
- Social, Emotional and Mental Health Needs (SEMH); including ADHD

Oasis Academy Brislington also has a Specialist Centre with 45 places for students with Autism and/or SLCN. The Academy receive consults from the LA for students who have an EHCP; all of these students must have a diagnosis of ASD or SLCN to access this provision.

#### **How do we identify students with Special Educational Needs and Disabilities?**

Oasis Academy Brislington carries out a clear and rigorous transition process. The SENDCo visits all of the feeder schools and meets with the SENDCO in every school, to gather detailed information about a child/young person's special educational needs. In the first term, all new Year 7s are assessed using NGRT and Vernon.

Throughout the academic year, the progress of all students is monitored regularly by subject teachers and the Senior Leadership Team. There is also a fortnightly Inclusion meeting which is attended by the SENDCO, the Vice Principal - Best Culture for Learning, Student Progress Leader, Attendance Manager and the 360° Team Manager. In these meetings, any concerns are quickly dealt with by the appropriate member of staff. This will then be discussed with parent/carers and the student concerned.

If parent/carers have concerns about their child/young person's progress or attainment, or think their child/young person has SEND, they should make an appointment to see the SENDCO who will liaise with subject teachers where appropriate.

## **The provision for students with Special Education Needs**

### **How is intervention/support monitored and evaluated?**

All students who have intervention for literacy are assessed at the beginning of the intervention. When students have completed the allotted amount of weeks for their particular intervention they will be tested again using the same test and if improvements have been made they will then continue to receive wave 1 support from their class teachers. The termly AP data is analysed by the SENDCo to check that all interventions are effective. Parent/carers are informed at the end of the intervention about the progress students have made.

### **How does the school assess and review the progress of students with Special Educational Need?**

The progress of students with SENDD will be assessed and reviewed in line with the assessment, reporting and recording policy. There are assessment points throughout the academic year and strengths as well as areas requiring further development will be identified for all students. The SENDCo attends fortnightly Inclusion meetings to discuss ongoing concerns and to review progress, made by individual students.

All students who have an EHCP will have a Provision map which is reviewed during their annual review. This shows what support they are having and the expected outcomes of this support. Students with a Statement of Special Educational Need or an Education, Health Care Plan have an Annual Review which is attended by parents/carers, the SENDCo and any relevant staff from outside agencies. The students' progress is discussed, reviewed and new targets are set so that progression continues. Each year reports will be submitted by outside agencies working with individual students e.g. Speech and language therapists and Physiotherapist, etc.

### **What is the schools approach to teaching students with Special Educational Needs and Disabilities?**

Teachers are provided with individual profiles for all students with SEND so that they can differentiate the learning within our curriculum to ensure that all pupils are able to make progress. Differentiation is planned for all groups and individuals according to need: for example, for a student with a visual impairment, all resources used in every lesson will be modified by a trained Teaching Assistant who liaises with all of the student's teachers.

### **How does the school adapt the curriculum and learning environment for children with Special Educational Needs and Disabilities?**

The Specialist Centre is housed in the academy building. The Y10/Y11 Entry Level class have their teaching room in the main part of the academy. All students access the specialist area for break and lunchtimes where Specialist Centre staff are on hand to supervise and support students.

The Y10/Y11 class is made up of (Entry Level) students who require a more bespoke curriculum with a focus on Functional and Life Skills.

The Y9, Y10 and Y11 students are all studying for GCSEs and equivalent courses. Some SC students access mainstream lessons in English, Maths and/or Science, depending on academic and social ability, some with TA support and some independently.

At Oasis Academy Brislington we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development.

It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning.

At Oasis Academy Brislington, we are committed to ensuring that our curriculum is suited to the needs of all learners. Teachers are well equipped to provide support and extension for the range of learning needs within the classroom and personalised learning is at the heart of our provision.

To ensure that students are fully supported to access the curriculum listed below is some of the support we are able provide:

Whole Staff Training

Quality First Teaching

Range of Teaching Styles

Differentiation

Individual Support

Access to extra-curricular activities

Special Exam Arrangements

Timeout cards

Specialist trained Keyworkers

Special Exam Arrangements

This flexibility and wealth of resources ensures that all learners are fully included in lessons and are able to make progress from day one.

### **What additional support is available for students with Special Educational Needs and Disabilities?**

Oasis Academy Brislington admits students from 11 – 16 in the main school and in the Specialist Centre.

We believe that all learners should be equally valued in college and strive to eliminate prejudice and discrimination through our ethos statement “Excellence as Standard”.

To ensure that our commitment to Inclusion is achieved we offer a wide variety of provision:

1. A qualified SENDCO
2. Training and guidance for staff

3. Support for Parents/Carers
4. Identified strategies and intervention groups
5. Teaching Assistants who are trained to respond to specific needs
6. Social Skills groups
7. Provision detailed in EHCP's
8. Behaviour Provision through iBASE
9. 360° Team Managers
10. Partnership working with external agencies as appropriate
11. School Nurse
12. Butterfly Therapy

### **What support is available for ensuring the emotional and social development of students with Special educational needs and Disabilities?**

The wellbeing of all of our students is a primary concern at Oasis Academy Brislington. They are supported with their social and emotional development throughout the school day, through Tutor time, the curriculum and extra-curricular activities (Period 6) and Butterfly therapy.

Our Oasis Academy Brislington Behaviour Management Policy is based upon mutual respect and includes ensuring guidance on expectations, rewards and sanctions so that it is fully understood and followed by staff.

The following behaviours are actively encouraged by all staff: ○

Good manners

- Moving sensibly around the school building ○ Welcoming visitors to the school
- Showing respect for others, the school building, school resources and personal property
- Showing self-control
- Showing good working habits and a positive attitude towards learning
- Perseverance and resilience
- Following the three school rules: Work Hard, Look Smart, Be Nice.

At Oasis Academy Brislington we promote positive learning behaviours at all times. All staff are expected to model correct behaviour in all aspects of school life. We use the following strategies to promote good behaviour:

- Praise for Effort
- Certificates and public praise in assemblies for attainment or endeavour
- Reward trips and events
- Attendance certificates and prizes

Social and Emotional interventions are offered to students who need additional support in this area by 360° Team Managers and TAs who have received specialist training. Additional support from specialist staff or outside agencies is arranged as needed for individual students, both in and out of the classroom; a tailored personal support plan may be put in place for students with the highest need; this could include a personalised timetable, access to iBase, the Learning Support Centre or a fuller range of interventions.

We regularly monitor attendance, support students returning to school after absence and take the necessary actions to prevent prolonged unauthorised absences.

**Contact details for SENDCOs at Brislington Enterprise College:**

**SENDCO:**

Mrs Julie Newman: [julie.newman@oasisbrislington.org](mailto:julie.newman@oasisbrislington.org)

**Director of Specialist Centre:**

Miss A Bennett: [Audrey.Bennett@oasisbrislington.org](mailto:Audrey.Bennett@oasisbrislington.org)

Both of the above can be contacted through the school reception on: **0117 3772055**

Or

Oasis Academy Brislington  
Hungerford Road  
Brislington  
Bristol  
BS4 5EY

**What specific expertise is available for students with Special Educational Needs and disabilities?**

Continual Professional Development training is high priority at Oasis Academy Brislington. Teachers and TAs receive weekly professional development training on all aspects of their role, curriculum, behaviour management and meeting the needs of students with SENDD.

Where necessary specific training is put in place to meet the needs of individuals or groups of young people.

All external partners we work with are vetted in terms of safeguarding. External agencies include:

- Educational Psychologist (EPs)
- Physiotherapists (PTs)
- Occupational Therapists (OTs)
- Speech and Language Therapy
- Bristol Autism Team (BAT)
- Child and Mental Health Service (CAMHS)
- First Response, Early Help, Social Services and Community Police
- Visual and Sensory Impairment Team
- Hearing Impairment Team
- School Nurse/Dietician
- Counselling Service
- There is a Speech and Language therapist for the Specialist Centre, who comes in and delivers therapy to those who have Speech and language needs on their EHCP and to whole class groups.

- Other agencies work with the Specialist Centre and will provide services when required e.g. art, drama and music therapist will come into the centre to work with individual with identified needs.

**What specialist Equipment and facilities are available for children with Special Educational Needs and disabilities?**

Oasis Academy Brislington is fully wheelchair accessible and there are 20 disabled toilets across the school, 2 in every toilet block. There are 3 lifts available for use, one at each end of the building and one in the middle. There are specific car parking spaces at all of the entrances. We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.

There is designated access parking space near the front entrance and in front of the Specialist Centre, this is also available to the main school. Within this Centre there are 3 disability accessible toilets, with emergency pull cords, linked to SKANSKA central monitoring system. There are also changing facilities for students that need help with toileting and shower areas to help support cleaning of students when needed. Some doors have a push switch which is electrically operated to allow wheelchair and K frame users to access rooms more easily. A hydro pool, is available for Physiotherapy to be delivered to students who have a physiotherapy program in place. There is a physiotherapy delivery area attached to the hydro pool and the disability changing rooms. There is an electric hoist system in the ceiling to allow access to the hydro pool for wheelchair users. There is also a manual hoist for emergencies and for general toileting. Appropriate staff are Manual Handle trained. There is another manual hoist in one of the disabled toilets in the main school, for use by mainstream students and students accessing mainstream from the Specialist Centre. The Specialist Centre has 2 calming/quiet rooms, one of which is a Sensory room and this allows students to have space to themselves and thus be able to return to their lessons once they are regulated. There is an outside space in the form of a Sensory garden, which allows the Specialist Centre students to have an area for safe socialising.

**What arrangements are there for consulting and involving parents/carers of students with Special Educational needs and disabilities?**

Parent/carers are invited to become involved in school-life through a number of means. For example, becoming a governor or attending school events throughout the academic year.

Parent/carers receive three Academy reports every year and have the opportunity to attend one formal Parent's Evening where they can meet with all of their child's teachers. The SEND team offer three Parent's Evenings per year, where parents of SEND students are giving the opportunity to meet with their child's keyworker and the SENDCo

TAs who deliver interventions assess pupils on entry and exit and the data is analysed by the SENDCo to check that all interventions are effective. Parent/carers are informed at the end of the intervention about the progress students have made.

Students with an Education Health Care Plan have an Annual Review which is attended by parents/carers, the SENDCo and any relevant staff from outside agencies. The students' progress is discussed, reviewed and new targets are set to ensure advancement continues.

**What arrangements are there for consulting and involving students with Special Educational needs and Disabilities, about their education?**

Students are invited to become involved in school-life through a number of means. For example, becoming a member of the student council and attending school events throughout the academic year.

Students discuss their progress regularly with class teachers and tutors. This enables students to understand the progress they are making and set targets to improve. All students on the SEND register co-create a one-page profile which is shared with staff.

**What are the arrangements for parents of students with SEND, who may wish to complain about the provision?**

If a parent/carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCo who will try to resolve the situation. If the issue cannot be resolved within 10 working days, the parent/carer can submit a formal complaint to the Principal in writing or any other accessible format. The Principal will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the academies Complaints Policy. This is available, on request, from the academy.

**How does the school or governing body involve health/social services, LA support services, and others in meeting the needs of students with Special Educational Needs and their families?**

The SENDCo and the Inclusion Panels meet and discuss the needs of individual students. The SENDCo and the 360° Team Managers can make referrals to a wide range of outside agencies in order to support the specific needs of students under their duty of care.

If the assessment of a student's needs identifies something that is significantly different to what is usually available, the Local Authority may contribute more funding via an application of Top-Up funding.

Under the new SEND Code of Practice: 0 – 25 years, an Education Health Care Plan may identify that additional support and an additional budget is required. Parents and students views on provision and intervention are sought.

When students move into Key Stage 4 they are assessed for exam dispensation where necessary to ensure they are able to access exams, this is carried out by the SENDCo who is qualified to undertake these assessments Examination invigilators are employed to work 1:1 or in smaller room settings in order to allow access to scribes and readers where necessary.

In Year 11 the SENDCo will liaise with appropriate outside sources to ensure appropriate provision for those students who will need support to transfer to college placements, work placements or Post 16 provision. Students and Parent/carers are also involved in these conversations and the views of students form the basis of provision offered.



## Contact details for Supportive Parents:

### Supportive Parents

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Registered In England and Wales as Supportive Parents for Special Children Charity No 1079761 and a Company Limited by Guarantee No 3905996

 Office Admin Line: **0117 989 7724**

 Office Admin Email: [mail@supportiveparents.org.uk](mailto:mail@supportiveparents.org.uk)

 Website: [supportiveparents.org.uk](http://supportiveparents.org.uk)

 Location: 3rd floor Royal Oak House Royal Oak Avenue Bristol BS1 4GB

## **What are the Academy's arrangements for supporting children with Special educational Needs and Disabilities in transferring between phases of education?**

We have an induction programme in place for welcoming all new students. We have good relationships with our feeder primary schools; the SENDCo attends transition meetings to all feeder primary schools in Year 6, where we share information to support students' learning and well-being at transition. Personalised transition programmes are developed for students that will benefit from this additional support which includes additional visits and multi-professional meetings.

In Year 11 all students have access to careers guidance and support and in making decisions around Post 16. Further support is provided as necessary for those students and families with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified students.