

# Local Offer Report: Oasis Academy Don Valley

## 1. What is the name of your educational provision?

- What is the address?
- What is your phone number and email address? NB The email address provided below will be used for all future correspondence regarding the Local Offer website.
- Who is your SEND Governor? What are their contact details?
- Who is your SENDCo? What are their contact details? Are they full or part time?

COMMENT:

**Oasis Academy Don Valley**  
**Leeds Road**  
**Sheffield**  
**S9 3TY**

**01142200400**

[info@oasisdonvalley.org](mailto:info@oasisdonvalley.org)

**Academy councillor with SEND responsibility is Emilda Morgans**  
**Please contact Emilda Morgans through the Academy contact details**

**SENCO:**

**Catherine Dalton (SENCO and Director of Inclusion)**

**Full time member of staff**

[catherine.dalton@oasisdonvalley.org](mailto:catherine.dalton@oasisdonvalley.org)

## 2. Please give a brief overview of your educational provision

COMMENT:

- Oasis Academy Don Valley is an all-through Academy which opened in September 2015. The Academy is a building situated in the area of Darnall and Attercliffe, on part of the former Don Valley Stadium site which is now developing into Olympic Legacy Park.
- The vision for Oasis Academy Don Valley is that we are a thriving Academy that is at the heart of our community. As an Academy we are committed to developing successful learners for the future. We will aim to create an exciting, secure and happy environment, which provides opportunities for nurturing personal growth and fostering the development of enquiring minds.
- The Academy opened in September 2015 with 60 reception places (2 classes), a 26 place morning session nursery a key stage 1 class and a key stage 2 class. Our nursery offers places for 2 and 3 year olds. The Academy will continue to grow each year until 2022 when the academy will be a complete all-through academy providing education from the age of 2 years old (nursery) to 16 years old (year 11).

## 3. What is your current Ofsted rating (if applicable)?

COMMENT:

- **Good in all areas**

**A full copy of our Ofsted report can be found here:**

<https://reports.beta.ofsted.gov.uk/provider/28/140394>

#### 4. Who is your educational provision for?

##### The provision is available for:

0-3 Years	4-7 Years	8-11 Years	12-16 Years	Post 16 age
X	X	X	X (Year 7 only 2018-19)	

##### The provision supports learners with:

Education	Health	Social care	Preparing for Adulthood
X			

##### The provision primarily supports (or has supported) learners with:

Cerebral Palsy	ADHD/ADD	Social & communication difficulties including Autism	Behavioural Emotional or Social Difficulties	Down's Syndrome
X	X	X	X	X
	Hearing Impairment	Medical Needs or Long-term Illness	Mental Health Difficulties	Moderate Learning Difficulty
	X	X		X
	Multi-Sensory Impairment (vision & hearing)	Physical Disability / Mobility Issues	Profound & Multiple Learning Difficulty	Severe Learning Difficulty
	X			
	Specific Learning Difficulty (e.g. Dyslexia)	Speech, Language & Communication Needs	Visual Impairment	Waiting for diagnosis
	X	X	X	X

##### The provision is accessible as a:

Mainstream service	Specialist service
X	

##### Please state the number of pupils on your roll and your average class size

COMMENT:
<ul style="list-style-type: none"> <li>• 52 place nursery</li> <li>• 467 FS2 – YEAR 7</li> <li>• Average class size is 30 pupils</li> </ul>

#### 5. How does the setting identify learners with SEN?

- Does your school / setting / post 16 provision offer specialist assessments by school staff and/or external professionals?

##### COMMENT:

- The Academy identifies learners with SEND by working closely as a team, considering each child as an individual, monitoring their progress through assessment and robust tracking and working in partnership with parents. We recognise the importance of early identification and aim to ensure that measures are in place to highlight children who are not making the expected progress or

who are facing difficulties with any aspect of learning or social development at the earliest opportunity. The Academy Leadership Team monitor progress via Pupil Progress meetings, if there are any concerns in relation to a child's progress or development, staff are able to raise their concerns with the SENCO.

#### **6. Is your setting physically accessible to all learners?**

- What are the physical facilities like? For e.g.
- Is the building fully wheelchair accessible? How many buildings are there?
- Have there been improvements in the auditory and visual environment? (including for children who need a low sensory environment)
- Do you use visual aids such as visual timetables?
- What equipment & facilities do you offer to support learners with SEND and how do you secure new equipment & facilities?
- Are there disabled changing and toilet facilities?
- Primary schools: How secure is the playground – is there a fence?
- Do you provide a quiet / safe space, and how do learners access this?
- Is there a quiet place for learners to eat if they cannot cope with a noisy dining hall?

#### **COMMENT:**

- **The building is accessible to all children whether able bodied or disabled. The main entrance, primary and secondary entrances are wheelchair accessible and there is a lift in the centre of the Academy providing access to all 4 levels of the building.**
- **There are disabled toilets on each level**
- **All teaching and learning includes the use of visual timetables and other visual prompts such as photographs, pictures and captions to aid learning. The use of a programme called Communication In Print is used to provide picture aids**
- **We ensure, wherever possible, that equipment and resources used are accessible to all children regardless of their needs. Equipment for children with SEND can be ordered specifically for each child's individual needs. We also work with external agencies who may provide specialist equipment or resources for individual children they are working with.**
- **The playground is fully secure with rigorous adult provision at play and lunch times. The playground is set up for active breaks which all children are able to take part in. Children are supervised during these activities.**
- **Our dinners are family dining and all children eat a hot school meal. Children cope well in the dining hall as noise is kept to a sociable level and the hall is fully staffed and also supported by academy leadership. Children unable to cope with the dining hall would be supported sensitively with the aim of eventually joining the other children in this part of the academy day when appropriate.**
- **Breakfast club provision is accessible to all children including those with SEND.**
- **Extra-curricular activities are accessible for children with SEND.**
- **There are no specific quiet spaces available for learners to access if they cannot cope with noisier environments**

#### **7. How does your setting adapt the curriculum for learners with SEND?**

- Who will oversee and plan the education programme for a learner with SEN?
- What are the setting's approaches to differentiation?
- What is the setting's stance on changing some parts of the provision's routine to help learners with SEN?

- What activities are available to learners with SEND in addition to those available through the curriculum? E.g. social skills groups

**COMMENT:**

- **The curriculum provided at the Academy is differentiated for all learners including those with SEND. All lessons are differentiated and children's individual needs are taken into account when planning individual lessons.**
- **All children identified as having SEND have a pupil profile in place with outcomes and provision that are reviewed termly (and more frequently in some cases). Each child will also have a provision snapshot which is reviewed on a termly basis to consider the specialist provision they are receiving in and out of class.**
- **Children with identified SEND have the same access to activities within the Academy as all other children.**
- **Specific resources and strategies will be used to support children individually and in groups.**
- **Additional intervention (wave 2) may be planned by the class teacher to meet specific needs of pupils within small groups.**
- **Teaching assistant support is provided in all classes to enable all children to access the curriculum. Teaching assistants are not deployed to support only one child.**

### **8. What training have your staff received to support learners with SEND?**

- This should include past and planned training including Makaton, PECS etc.
- How do you ensure that all relevant staff (including peripatetic teachers, supply teachers, welfare supervisors, and office staff) are aware of learners' needs?
- Do you access specialist expertise?
- Are there staff trained in the administration of medicines, feeding and providing personal care?
- Please include details of any relevant kite marks or accreditations

**COMMENT:**

- **The Academy accesses the specialist expertise of the LA learning support services, speech and language therapy, early years inclusion team, educational psychology and hearing and vision services.**
- **The SEND coordinator attends regular SEND briefings led by the locality and LA.**
- **Our staff have received a range of specialist training in order to meet the needs of children within the Academy. This includes training to deliver language interventions such as LEAP, NIP, VIP, Precision Teaching, Attention Autism and specific maths and literacy interventions.**
- **We have named staff who are able to administer basic medications within the Academy and also have children with care plans specific conditions (i.e. allergies).**

### **9. How do you communicate with and involve families?**

- How does the setting communicate with parents about their child? E.g. email, home-school book, parents' evenings?
- How does the setting involve parents in reviewing progress and setting targets for learners with SEN? How often do you do this? E.g. termly structured conversations
- Do you offer any parent training or learning events in relation to SEN?
- Do you have an SEN group for parents?
- How do you communicate with families whose first language is not English?

**COMMENT:**

- The Academy regularly communicates with families through face to face, phone calls, review meetings, parent evening and text messages.
- All children have a specific home/Academy journal and this is used as a form of communication between home and the Academy.
- There are two parents evenings each year where parents can discuss their child's progress with their class teacher. Twice per year parents receive a record of achievement which informs them of their child's progress, attainment, targets, attitude to learning and attendance.
- In addition to these meetings there are review meetings each term for parents of children with SEND. These are longer meetings with parents, SENDCo, class teacher, teaching assistants & pastoral staff (when required) and other agencies as and when required to discuss their child's progress in more detail. Parents are fully involved in the review process and setting new targets for children with SEND. They are invited to share responsibility and ownership for the targets with the Academy and are given strategies to help their child fulfil their targets. The child's views might also be sought for these meetings.
- The Academy really value your involvement especially with setting targets for your child. You will be asked about your views as part of the review meetings, telling us about things your child is good at and things which you know might help your child.
- Every day in the reception classes parents are invited into class at 8.50am during this time parents are encouraged to carry out a morning activity, share their child's progress and learning. Key stage 1 and 2 parents are invited into the classes every Friday. This time is also an opportunity for class teachers and parents to have informal discussions about progress and learning. At the end of the Academy day teachers are present to discuss any concerns.
- The SENDCo and members of the Inclusion Team are able to signpost parents to other sources of information and support e.g. the Local Offer, Sheffield Parent Carer Forum, voluntary agencies.
- An interpreter can be made available for families whose first language is not English, but this would need to be scheduled.
- Parents should not hesitate to contact the class teacher, SENDCo or a member of the Inclusion Team to arrange a time to discuss their child's progress at any other time, it is unlikely that they will be able to see you straight away but an appointment will be made as soon as possible.
- In partnership with other agencies we have offered workshops specifically for parents of children with SEND (i.e. sleep workshops, coffee mornings with Fusion Teaching School).

**10. How does the setting evaluate the effectiveness of its provision for learners with SEN and how often does it do this?**

**COMMENT:**

- The Academy evaluates the effectiveness of its provision for learners with SEND by closely monitoring the assessments and analysing the tracking, considering each pupil's progress academically and in other areas of development e.g. socially. This is done half termly. Interventions are used when needed and the progress made in the interventions is monitored to ensure they are effective in

accelerating progress.

- **The Academy have a robust quality assurance system in place to ensure all children are gaining an exceptional education. Part of this system involves all teachers and teaching assistants being observed by the academy leadership team when working with the children to ensure progress is made by all children in all lessons. LA Learning support services also monitor and evaluate the progress of the children on their caseload and offer advice at timely points.**

#### **11. What support do you provide for the learners' overall wellbeing?**

- How do you monitor and provide support for the social and emotional wellbeing of learners?
- How do you teach disability awareness to learners?
- How do you help learners who struggle to make friends?
- How do you support vulnerable learners during unstructured periods?
- How do you support learners for whom school is a cause of anxiety?

#### **COMMENT:**

- **At Oasis Don Valley our ethos has a strong emphasis on including everyone and that everyone is unique. We recognise that children learn best when they feel happy and secure. With this in mind, all staff work hard to raise children's self-esteem. We are particularly aware that children with SEND may be more vulnerable to low self-esteem and staff use a range of strategies to try and balance against this e.g. giving roles of responsibility, reward systems, verbal praise and encouragement, highlighting their strengths and talents including those outside of the Academy curriculum.**
- **The Emotional Health and well-being of all our pupils is very important to us and all classes follow a structured PSHE curriculum and SMSC is embedded within all of the curriculum to support this development.**
- **We have a robust Safeguarding Policy in place; we follow National & LA Guidelines.**
- **Additional referrals to other agencies are completed as necessary.**
- **We offer a range of activities during unstructured times to allow children to participate in activities that are suited to their interests and needs.**
- **We also offer a wide range of after school extra-curricular activities which are open to all children and aim to develop their skills in a wide range of areas.**

#### **12. What kind of behavioural interventions do you use?**

- What support is there for behaviour, avoiding exclusions and increasing attendance?
- How do you manage extreme behaviour?

#### **COMMENT:**

- **The Academy aims to ensure that pupils with disabilities are not treated less favourably than other pupils and will endeavour to ensure that no exclusion of such a pupil has been caused directly or indirectly by the pupil's disability. Any exclusion of a pupil with a disability will be closely monitored both within the Academy and by the Academy Council Discipline Committee.**
- **The Academy will pay due regard to the guidance in the Special Educational Needs Code of Practice and the Education of Children and Young People with Behavioural, Social and Emotional Difficulties as a special educational need. The Academy will aim not to exclude pupils with special educational needs and will aim to find alternative strategies that keep pupils with special educational needs**

who have behaviour problems in the Academy.

- The Pastoral Manager will monitor the impact of the whole Academy behaviour system termly and report to the Principal.
- The SENDCo and Pastoral Manager will provide support and guidance to all staff when required and will liaise with outside agencies when additional support is deemed necessary.
- It is the responsibility of the SENDCo & Pastoral Manager to oversee the Oasis provision and the support made available for individual pupils, who may, need time away from the usual mainstream class.

**13. How do you ensure learners with SEND are included in non-classroom based activities?**

- Are learners with SEND able to access all of the activities and how will the setting assist them to do so?
- How do you involve parent/carers in planning activities and trips?

COMMENT:

- Oasis Academy Don Valley prides itself on being inclusive and all staff led activities are open to all children. When visits and extra-curricular activities are planned the needs of all children are taken into account and where children require supervision or specialist arrangements the member of staff planning the visit will ensure that the child's needs are met and thoroughly risk assessed.
- The Academy work with the child's family and family members are encouraged to be active in helping their child to engage in each opportunity. Where children require high levels of support to access an activity staff will ensure that they have met with the family and are aware of any needs or support that the child will have whilst engaged in the activity.

Do you offer:

Breakfast clubs	After school clubs	Holiday clubs
X	X	

**14. How do you consult with and involve learners in their education?**

- How are learners able to contribute their views?
- How will the setting support the learner to do this?
- Please include any comments on support for advocacy

COMMENT:

- Our curriculum is an enquiry based approach and teachers use the children's knowledge and inquisitiveness to plan each topic/theme so that the children can find answers out to their questions.
- The child's view will be sought informally and for review meetings; this may not always be possible with very young children / children with delayed development. The children will work with the class teacher or SENCO to develop their 'Pupil Profile'
- The Academy encourages its' children to share their voice through 'Pupil Parliament', circle time sessions, whole Academy questionnaires, pupil interviews and discussion

with staff. Children are able to give their views on the provision that the Academy provides, what they would like to see added and what they enjoy.
<b>15. How do you prepare learners with SEND to progress to, from and within your setting?</b>
<ul style="list-style-type: none"> <li>• What preparation will there be for both the setting and the learner before he or she joins the setting? E.g. from nursery, primary, or secondary school?</li> <li>• How will he or she be prepared to move onto the next stage?</li> <li>• Do you take account of friendships when setting up new class groupings?</li> <li>• How often do you mix up classes?</li> <li>• What kind of destinations do learners with SEND move to when they leave your setting, e.g. college, bridging programmes, supported living, work etc.</li> </ul>
<p>COMMENT:</p> <ul style="list-style-type: none"> <li>• <b>We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible. When children are joining our Academy and there is a high level of need this may involve our staff visiting previous settings and pre-school settings and arranging an information sharing meeting with the child's family and other key agencies supporting the child. Our Academy where ever possible carries out home visits to all new children joining the Academy.</b></li> <li>• <b>We hold meetings on a termly basis with Phase Leaders, the SENDCo and other members of the inclusion team to discuss the needs of children within each phase. This ensures that leaders are aware of the needs of all children within their phase and are able to support transitions where necessary.</b></li> </ul> <p>If your child is moving to another school:</p> <ul style="list-style-type: none"> <li>• <b>We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on as soon as possible.</b></li> </ul> <p>When moving classes in the Academy:</p> <ul style="list-style-type: none"> <li>• <b>Information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the new teacher. Individual learning plans and pupil profiles will be shared with the new teacher. Your child's new class teacher will be present at the summer term review meeting. Your child will take part in transition visits to their new class in order to familiarise themselves with their new environment and get to know their new class teacher and, where applicable any teaching assistants with whom they will be working.</b></li> <li>• <b>Classes may be mixed and the Academy will always carry this in the best interest of the children for their education. There may be exceptional circumstances where the Academy may need to readjust class groupings at other times throughout the year.</b></li> </ul>
<b>16. Do you have an online prospectus? Are there open days for families and learners?</b>
<p>COMMENT:</p> <ul style="list-style-type: none"> <li>• <b>Open evenings and days are held at Academy for new starters and visits into Academy can be arranged by contacting the Academy office.</b></li> </ul>
<b>17. Do you offer outreach to home educating families?</b>
<ul style="list-style-type: none"> <li>• E.g. use of facilities / access to after-school clubs / access to swimming lessons / allowing external candidates to sit exams.</li> </ul> <p>COMMENT:</p> <ul style="list-style-type: none"> <li>• <b>No</b></li> </ul>

<b>18. Does your setting offer any additional services for learners with SEND?</b>
<ul style="list-style-type: none"> <li>E.g. residential provision, outreach / training for other providers, enrichment programmes in the local community.</li> </ul>
<p>COMMENT:</p> <ul style="list-style-type: none"> <li><b>No. The SENCO is able to signpost parents to other sources of information and support e.g, Sheffield Parent Carer Forum, specialist agencies and voluntary agencies.</b></li> </ul>

Please provide contact details in case we have any queries with the form.

Name & Job Title	Catherine Dalton SENCO and Director of Inclusion
Email	Catherine.dalton@oasisdonvalley.org
Telephone	01142200400

Please tell us if you included any of the following people whilst completing the form.

SENCO	SEN Governor	Parents	Young people with SEND
X			