

What kind of special educational needs does the Academy cater for?

Oasis Academy Don Valley caters for a wide variety of SEND, which can include;

- Speech and language difficulties
- Language and communication difficulties which may include children on the Autism Spectrum
- Learning difficulties, for example dyslexia and dyscalculia.
- Social, Emotional & Mental Health, which may include attention difficulties
- Sensory and/or Physical disabilities, which may include visual impairment & hearing impairment

All teachers are a teacher of SEND and are responsible for:

Providing good quality first teaching by:

- Taking into account the views of parents/carers and young people
- Identifying and assessing individual need and tracking progress
- Planning and delivering a challenging and differentiated curriculum which ensures the progress of all children
- Using prior knowledge as a starting point for learning
- Adapting teaching strategies to meet the needs of all learners
- Creating a classroom environment where all pupils understand expectations and know where to find support
- Creating a classroom atmosphere which encourages and values the contributions of all children
- Supporting the identification, planning and provision for children needing extra support
- Devising personalised pupil profiles, with support from the SENDCo and assistant SENDCo.
- Implementing the advice from outside agencies to support the learning and progress for identified children

<p>SENDCo Claire Michels</p> <p>Assistant SENDCo Alice Sunderland</p>	<p>To develop, alongside the Principal and Academy Councillor, the strategic development of SEND provision, within the Academy, by:</p> <ul style="list-style-type: none"> • To work with ALT to write, review and ensure operation of the SEND policies • To work with class teachers to review their practice and ensure every child with SEND has the correct provision in order for them to make progress • Creating an overview of the needs across the Academy and have an overview of SEND pupil progress and attainment • Facilitating training for staff where appropriate and providing advice and support for all staff • Working in partnership with pupils and parents/carers to improve outcomes • Liaising with a range of agencies and ensuring the implementation of appropriate provision
<p>Pastoral Manager Pete Rawling</p>	<p>To assist in the identification and support for SEND children, share any information relevant that may affect a child's learning and cause additional needs</p> <ul style="list-style-type: none"> • Regular meetings with SENDCo & Principal. • Share any information on new pupils to the Academy that may relevant with SENDCo and staff • Work with SENDCo to plan provision and support • Share necessary information regarding children with SEN from vulnerable families

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Who are the other people providing services to children with SEND?

Local Authority Provision delivered in the academy

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy
- Autism Team (ACT)
- CAMHS

How will the Academy support my child in starting at the Academy?

If your child starts at Don Valley and already has identified SEND a series of meetings and visits will usually take place to make sure everything is in place for when your child starts, we call these transition meetings.

How will the Academy let me know if they have any concerns about my child's learning?

If your child is identified as not making progress, or if staff have a particular concern, your child's class teacher will discuss this with you in more detail. They will:

- Inform you fully of their concerns
- Listen to any concerns you may have
- Discuss and plan any additional support your child may need
- Discuss how you can support at home
- Discuss with you any referrals to outside professionals to support your child's learning
- Arrange a further meeting with the SENDco

How is my child identified as having SEND?

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 and emotional well-being at the earliest opportunity.

There is an emphasis placed on the experience and expertise of the class teacher and SENDco (Special Educational Needs Coordinator) in identifying children with additional needs through their observations and the support of the Local Authorities learning support services. A range of assessment tools are used to help identify children who may have additional needs. The Academy also receives information from parents, pre-school settings and other professional agencies which help us identify children who may need additional support.

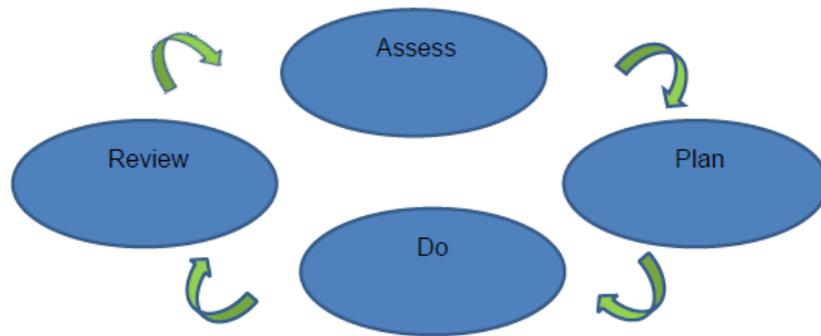
I have been told my child has SEND, what does this mean?

At the heart of every class in our Academy is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities and interests of children. The majority of children will learn and make progress within these arrangements. Those children whose overall attainment or other areas of development, fall significantly outside the expected range, may have additional needs (SEND).

What will happen once my child has been identified with SEND?

You will be invited to a meeting with the Academy's SENDco and your child's teacher, during this meeting an appropriate support plan (pupil profile) will then be discussed. This will involve setting outcomes for your child and what provision the Academy and you can do to help your child. This profile may also involve support from other members of staff or professionals from outside agencies. You will be told that your child will be added to the Academy's SEND register, this will help to make sure that the right people in the Academy know what provision your child needs.

Every term you will be invited to a review meeting to discuss how well you and your child's teacher feel your child is progressing. At this meeting some new outcomes may be set; this is our assess, plan, do, review cycle.



How will the teaching and learning be adapted for my child with SEND?

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child. Additional interventions may be planned to meet specific needs of pupils.

How will I be involved?

The Academy really value your involvement especially with planning provision for your child. You will be asked to share vital information about things your child is good at and things which you know might help your child. You will be invited to attend review meetings and parents evenings where you can gain information as to how you can best support your child's learning.

Will my child be taught differently to other children?

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 which is reviewed termly (and more frequently in some cases). 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 your child and additional interventions may be planned by the class teacher to meet specific needs. Teaching assistant support is provided in all year groups to enable all children to access the curriculum

What specialist support does Academy have access too?

The Academy can access expertise and advice from other professionals; LA learning support services, Educational Psychologist, Speech and Language Therapists, Autism Team, and voluntary agencies. If parents consent a child is receiving care from an NHS service such as Ryegate Children's Centre or CAMHS will liaise with other professionals involved to provide the best support for the child. It will help your child and Academy if you make sure you agree to agencies sharing information with us.

How will I know how well my child is doing?

All children have a 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 and 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 or Assistant SENDco, class teacher and other agencies as and when required to discuss their child's progress in more detail.

What support will there be for my child's general well-being?

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's curriculum. We also offer a wide range of extra-curricular activities which are open to all children and aim to develop their skills in a wide range of areas.

How will I know the Academy are doing the best for my child?

Schools and Academies by law follow the requirements in the Special Educational Needs and Disability Code of Practice (2014) to make sure that a child with SEND gets the appropriate support they need. We have a designated teacher (SENDco) who is responsible for co-ordinating the SEND provision, this is Claire Michels. The SENDco and class teacher will communicate with you to ensure you are fully involved in discussions about support for your child.

How can I let the Academy know I am concerned about my child's progress in school?

If you have concerns about your child's progress, please speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/ Disabilities Coordinator (SENDco). The Academy's Principal and SEND councillor can also be contacted for support.