



**Oasis Academy Pinewood  
Special Educational Needs School Offer**



The DFE produced a new code of practice in June 2014 which relates to children with special educational needs (SEN) and disabled children. The code stipulates that all schools must publish information on their website about their provision for pupils with SEN or a disability. The information which follows gives an outline of the processes we follow at Oasis Academy Pinewood.

We are a fully inclusive Academy, having been the first school within Havering to achieve the Inclusion Quality Mark in 2009. Since then we have continued with our accreditation and now hold IQM Flagship Status (2013-2017).

For further details please feel free to contact the SENCO – Miss Lewis on 01708 743000

<b>Questions referenced to the SEN (Information) Regulations (Clause 65)</b>	
<p><b>1. What kinds of Special Educational Needs does the school make provision for?</b></p> <p><b>2. What type of provision does the school make and how do they know it works?</b></p>	<p>In our academy we make provision for pupils who have needs described in the table below. We know that some pupils will have difficulties in more than one of these areas and we will always do our best to meet their needs. The support in this table acts as a guide but the things we do vary and actual support will be based on the specific needs of each pupil.</p> <p>All children in the academy have support within lessons through differentiation and quality first teaching strategies. This means that activities are planned according to the level the pupil is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support.</p>

<b>Types of need and what that could look like</b>	<b>Examples of support available in our school</b>	<b>How we check it is working.</b>
<p><b>Cognition and Learning</b> Pupils who find learning, thinking and understanding harder than most other pupils. Some of the things pupil with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> <li>• Take longer to learn important skills</li> </ul>	<ul style="list-style-type: none"> <li>• Individual targets set to help show what the pupil needs help with.</li> <li>• Teachers adapt their teaching methods to help pupils learn e.g. use of concrete learning equipment</li> <li>• Extra support can be given to the pupil by an adult for a short time</li> </ul>	<ul style="list-style-type: none"> <li>• Use the school tracking system to see how much progress the pupil has made</li> <li>• Look at the targets to see if the pupil has achieved them</li> <li>• Talk to the pupil</li> <li>• Talk to adults who have worked with the pupil</li> </ul>

<ul style="list-style-type: none"> <li>• Find it difficult to remember things such as the important words for reading and times tables</li> <li>• Find it hard to understand how to use letter sounds to read and spell words</li> <li>• May need more time to think about their answers</li> </ul>	<p>during the day to support them learn skills e.g. overlearning of new vocabulary before a new topic</p> <ul style="list-style-type: none"> <li>• Extra support can be given in a small group by an adult to help the pupil learn the things they are finding difficult e.g. Booster groups and setting for Letters and Sounds and Maths</li> <li>• Access to specialist support from a teacher or other professional.</li> </ul>	<ul style="list-style-type: none"> <li>• Have meetings with other staff in school to talk about how the pupil is learning</li> <li>• Talk to parents</li> <li>• Ask for other professionals to work with the pupil to check the progress being made.</li> </ul>
<p><b>Social, emotional and mental health difficulties</b>  Pupils who find it difficult to manage their emotions and behaviour in a way that affects their daily life.  Some of the things pupils with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> <li>• Following rules set by others</li> <li>• Sitting still for very long</li> <li>• Listening to and follow instructions</li> <li>• Understanding how they are feeling</li> <li>• Making friends</li> <li>• Dealing with their difficulties in a way that does not cause harm to themselves or others</li> <li>• Taking responsibility for the things they do.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual targets set to help show what the pupil needs help with</li> <li>• Instructions may be broken down for pupils to follow</li> <li>• Timers are used to increase levels of concentration and is linked to positive praise</li> <li>• Circle times are used in classrooms for discussion points</li> <li>• Buddy systems are set up during lunch and playtimes</li> <li>• Self-help charts are used to encourage independence</li> <li>• Individualised support systems put in place e.g. work stations and visual timetables</li> <li>• Extra support can be given in a small group by an adult to help the pupil learn about how to help themselves</li> <li>• Extra support can be given to the pupil by an adult for a short time during the day to let them talk about</li> </ul>	<ul style="list-style-type: none"> <li>• Observations of the pupil to see if they are coping better in school.</li> <li>• Talk to the pupil or young person</li> <li>• Talk to adults who have worked with the pupil</li> <li>• Talk to parents</li> <li>• Referral to CAMHS</li> <li>• Referral to Behavioural Support Unit and/or gain advice from Behavioural Support Unit</li> </ul>

	<p>the things that upset them in our 'Chat and Chill room'.</p> <ul style="list-style-type: none"> <li>• Use Home/School book</li> <li>• Pupil invited to attend 'Smartmoves' club intended to promote social skills</li> <li>• Get advice from professionals and specialist staff trained in school to give advice to adults working with the pupil</li> </ul>	
<p><b>Communication and Interaction</b> Pupils who find it difficult to interact with the people and world around them. Some of the things pupils with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> <li>• Talking to other adults and or pupils, especially when in a group.</li> <li>• Talking about a topic they haven't chosen to talk about.</li> <li>• Making or keeping friends.</li> <li>• Following rules made by someone else.</li> <li>• Dealing with changes in the way they usually do things.</li> <li>• Dealing with noises, smells or other sensations around them.</li> <li>• Saying the things they are thinking</li> <li>• Understanding what other people mean when they are talking.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers change their teaching methods to help pupils learn and may use specialised techniques e.g. Makaton and PECs</li> <li>• Speech Link and Language Link assessments are carried out in Reception to assess/highlight any needs</li> <li>• Speechlink and Language Link assessments used for other pupils in the school where a need is identified</li> <li>• Use support programmes (delivered by a specialist TA) especially made to help the pupil to build communication and interaction skills e.g. Time to Talk Program</li> <li>• Use things in the classroom to help the pupil understand or deal with things that are happening (for example visual timetables, task boards, social stories)</li> <li>• Get advice from professionals and specialist staff trained in school to give advice to adults working with the pupil.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations of the pupil to see if they are communicating or interacting differently.</li> <li>• Look at the targets set to see if the pupil has achieved them.</li> <li>• Talk to the pupil</li> <li>• Talk to adults who have worked with the pupil.</li> <li>• Talk to parents.</li> </ul>
<p><b>Sensory and/or physical needs</b></p>		

<p>Pupils who have a disability that may make it difficult for them to manage their everyday life without changed or support. This may be because of hearing or visual difficulties, physical disabilities or other medical needs.</p> <p>Some of the things pupils with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> <li>• Hearing what others in the classroom or school setting are saying.</li> <li>• Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them.</li> <li>• Moving around without the aid of a walking aid or wheelchair.</li> <li>• Using pencils, scissors, knives and forks and other things that we need to use without changes or support.</li> <li>• Taking medication without adults helping them.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional advice from specialist staff</li> <li>• Physiotherapy</li> <li>• Support from Learning Support Services such as the hearing or visual impairment or physical disability teams</li> <li>• Specialist equipment</li> <li>• Adaptations to the school environment where possible</li> <li>• Using larger print, different fonts or different coloured paper if necessary</li> <li>• Adapting classroom or position of classroom to ensure accessible for all</li> <li>• Administration of medication in accordance with Medicines in School Policy and any individual HCPs</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring that the pupil has full access to a broad and varied curriculum</li> <li>• Observations of the pupil within the school environment</li> <li>• Talk to the pupil</li> <li>• Talk to adults who have worked with the pupil</li> <li>• Talk to parents</li> </ul>
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<p><b>3. How does the school identify and assess Special Educational Needs?</b></p>	<p>In school we use a variety of different ways to assess whether a child or young person has special educational needs. Some of these ways include:</p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• School based test results</li> <li>• Information from parents and carers</li> <li>• Information from the pupil</li> <li>• Specialised assessments carried out by members of the school's support services</li> <li>• Information from previous schools or settings</li> <li>• Results from end of key stage assessments</li> <li>• Discussions with adults who work with the pupil</li> </ul> <p>Once a pupil is identified as having a special educational need, a graduated approach to support is taken. The child's needs will first be assessed, then support will be planned, carried out and then reviewed. At the review any necessary</p>
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changes will be made to meet the needs of the pupil within the ability of the Academy's resources and expertise.

**4. How do the school know how much progress is being made by pupils with Special Educational Needs?**

All Pupil's progress, including those pupils with special educational need, is tracked using the school's assessment tracking system. Pupils are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised tests. For pupils with special educational needs we set individual targets that are reviewed at least three times a year. This helps the school to monitor how well interventions are working. The progress each pupil is making is discussed at pupil progress meetings with the class teacher, phase leader and SENCO each term.

**5. What extra-curricular activities can a pupil with Special Educational Needs access at school?**

All pupils have access to our extra-curricular activities. Where appropriate and possible, adjustments will be made to ensure all pupils and young people with special educational needs are fully included in these activities. We encourage parental support to ensure that this happens, but do not exclude pupils with SEN if this is not possible.

**6. What training does the staff in school have in relation to pupils with Special Educational Needs?**

In our school all staff are involved in supporting pupils with special educational needs and so we make sure that staff have training to help them do this. Some support staff are trained in specialist areas e.g. Speech and Language, Emotional Well-being, Social Communication. Staff are trained regularly according to the needs of the children in school including training such as Manual Handling, Epilepsy and other specific medical conditions. Regular Staff Meetings or INSETs update all teaching staff of strategies appropriate to SEN pupils.

**7. How do the school get more specialist help for pupils if they need it?**

In our school if we feel a pupil needs more specialist help we can work with the following people to get this.

- Educational Psychologist
- Speech and Language Therapist
- Learning Support Service – Visual/auditory Impairment team
- Social Communication Services

- School Nurse
- Behaviour Support
- Bereavement Counselling
- CAMHS

**8. How are parents of pupils with Special Educational Needs involved in the education of their child?**

Our school has an open door policy to parents ensuring we are always approachable so parents feel involved in the education of their child.  
In addition, our school aims to regularly involve parents in the education of their child through a variety of different ways including:

- Regular meetings
- Target setting so parents can see what their child is working on next
- Home/school books to inform parents of important information
- Regular curriculum letter to inform parents of what will be going on during the term
- Home reading records
- Information on the school website
- Parents' evenings
- Parents' views on IEP/Annual Review documents

**9. How are pupils with Special Educational Needs involved in their own education?**

We aim to involve all children in our school in the evaluations and implementation of their own education. For children with Special Educational Needs we use a variety of strategies to support this including:

- Child or young person's target review meetings
- Involve child in setting their own targets
- Self-assessment at the beginning and end of learning
- Having a range of equipment available for the child to choose to use
- Ensuring the child works with a range of different partners
- Ensuring the child has a designated adult to go to if they need help
- Communication cards
- Visual timetables
- Personalised work stations

<p><b>10. If a parent of a child with Special Educational Needs has a complaint about the school, how does the academy council deal with the complaint?</b></p>	<p>Occasionally we do not reach the expectations of parents for their child. In these instances we encourage parents to discuss the matter first with the class teacher. If parents are not satisfied then the school complaints procedures can be found on the Academy website or a hard copy can be obtained from the Academy Office. This procedure will then be followed.</p>
<p><b>11. How does the academy council involve other people in meeting the needs of pupils with special educational needs, including support for their families?</b></p>	<p>In our academy we have an academy councillor who is responsible for special educational needs. Her name is Paula Binni Her job is to meet with the SENCO regularly. In these meetings the SEN councillor makes sure that pupils and families are being supported by the right services from in and outside of school. The Academy councillors will also visit the school termly, observe what happens in classrooms and meet with class teachers, support staff and pupils, reporting on pupil progress including SEN. In addition the Principal and SENCO report to the Academy Council at Academy Council meetings so that the Academy Council is aware of how special educational needs are being supported in the academy and how well this support is working. The academy councillors will challenge, support and advise the Principal if appropriate provision isn't being made. The AC Conference, held once per year by Oasis, includes up to date info and training about SEN</p>
<p><b>12. Who are the support services that can help parents with pupils who have Special Educational Needs?</b></p>	<p>The first point of contact for a parent if they want to discuss something about their child would be the class teacher and then the SENCO. Often links with the TA responsible for Social Skills and Emotional Well-being are encouraged as a bridge between the Academy and parents. An independent service is available to parents should they wish. This is known as the Parent Partnership Service and details can be obtained from the academy.  <a href="https://www.havering.gov.uk/Pages/ServiceChild/Parents-in-partnership-service.aspx">https://www.havering.gov.uk/Pages/ServiceChild/Parents-in-partnership-service.aspx</a>  The SENCO is also able to signpost parents to a number of other support services within Havering.</p>
<p><b>13. How do the school support pupils with Special Educational Needs through transition?</b></p>	<p>We aim to make times of transition as easy as possible for the pupils in our academy. When starting at our academy we usually:</p> <ul style="list-style-type: none"> <li>• Meet with the pupil and their parents to talk about their needs and answer any questions about our academy.</li> </ul>

- Meet with staff at the pupil's previous school or setting.
- Provide the pupil with a transition book that has photographs of the key staff and areas around school.
- Read reports from people who have worked with the pupil.
- Arrange visits to our school so the pupil gets to see it before they start properly.
- Give any adults working with the pupil information describing the things that help to support them in school e.g. Pupil Passport
- When moving to a new year group we:
- Introduce the pupil to their new teacher before the start of term in September.
- Hold a series of meetings for each year group so that teachers explain the curriculum to parents in September. Parents can ask questions about the support available in that class.

When moving to a new school we:

- Talk to key staff at the new school about things that help the pupil to learn well and be happy at school.
- Arrange extra visits to the new school with a member of staff from our school if that is what the pupil wants or parents have requested.
- Talk to the pupil and their family so we can answer any questions they may have about the new school.
- Person-Centred Review meetings are held where appropriate, led by the Child and Community Educational Service.
- Individualised or group transition sessions are taken by specialised staff to prepare pupils for the change that will take place e.g. obtaining Oyster cards and preparing for the new school journey, life skills such as money/shopping etc.

**14. How can parents find the Havering Local Authority's local offer?**

The Havering Local Authority's Local Offer can be found at:  
<http://havering.mylifeportal.co.uk/home/>