

## Special educational needs and Inclusion at Oasis Academy Wintringham

Oasis Community Learning believes that all children and young people should be equally valued and therefore will do all we can to promote equality of opportunity and outcomes, and to help develop a learning environment where all children and young people can flourish and feel safe. There will be access to a broad, balanced and relevant curriculum, with teaching and learning strategies that maximise achievement and prevent failure by removing barriers to learning and providing access to a wide range of learning challenges.

## Special Educational needs provided for at Oasis Academy Wintringham

### Communication and Interaction

- Autism
- Asperger's Syndrome
- Speech and Language issues

### Cognition and Learning

- Moderate Learning Difficulties
- Specific Learning Difficulties – Dyslexia, Dyspraxia, Dyscalculia

### Social Emotional and Mental Health

- ADHD
- ADD
- Attachment

### Sensory and Physical

All moderate but not visual impairments  
Wheelchair users (including permanent users)

## Inclusive admission arrangements at OAW

OAW is an inclusive Academy, which educates students aged from 11 to 16 years. It is an exciting, creative learning community in which all students, regardless of academic ability develop their knowledge, skills and understanding in order to achieve their personal best.

OAW is non-selective and open to students of all religious faiths and those of no faith. Admissions at Oasis Academy Wintringham are co-ordinated under the Common Application Form via North east Lincolnshire Council.

If you are a parent or carer and wish to apply for a place at Oasis Academy Wintringham for the following September, you will need to complete the Application Form from North East Lincolnshire Council. If you are seeking a place for your child at any other time during the academic year, you will need to contact the Academy directly. Our current Published Admission Number (PAN) for Year 7 is 200.

**Please note:** Children with Statements of Special Educational Needs or Education, Health and Care Plans (EHCP) follow the arrangements set out in the SEND Code of Practice: 0-25 years and associated regulations and are therefore not subject to the general admission arrangements. Where a school is named in a child's Statement of Special Educational Needs/ EHCP, the child will be allocated a place before the above criteria are applied.

The Academy was newly built in February 2008 and there is wheel chair access through all entrances and exits. There is a lift in each teaching wing and disabled toilets on every floor. All classrooms are fully accessible and wheelchair height desks, cookers and work surfaces have been fitted in specialist rooms such as in Design and Technology.

### Policies for identifying and assessing -young people with special educational needs

All students attending the Academy are tested on entry for reading, spelling and numeracy and annually for reading and spelling. This enables us to identify students that may need support.

### Arrangements for consulting the parents of young people with special educational needs

Parents will be informed if their child is recognised as having special educational needs and requires intervention. Students are placed under the heading 'SEN Support' unless they have a Statement or EHCP. The following procedure will be followed:

- Parents will be informed in writing of any SEN and invited to contact the Special Educational Needs Coordinator with any questions.
- The student's teachers will be informed about specific needs and will be provided with strategies to support them.
- The SENCO places the student on the Special Educational Needs Register.
- Any LSA working with the student in class will monitor progress and the impact of different strategies. Records of this monitoring will be kept in the LSA file.
- The SENCO monitors progress.
- If further specialist advice is required, the SENCO will contact the parent/carer to recommend a referral to an outside agency.
- The SENCO will be available during monthly drop-in sessions to meet with SEN students and their parents/carers.

### Arrangements for consulting young people with special education needs

Students with Education, Health and Care Plans have an opportunity to give their voice at meetings and reviews. They will also be invited to attend reviews. Some students choose not to attend meetings and every effort is made to gain their views prior to the meeting.

### Arrangements for assessing and reviewing progress

The progress of students with SEND is assessed and reviewed in line with the academy assessment, reporting and recording policy. There are 5 assessment points throughout the academic year and strengths as well as areas requiring further development are identified for all students.

The SENCO is available to provide specialist advice to class teachers on students' needs and strategies.

The SENCO meets with LSAs and The Specialist Support Manager termly to discuss intervention priorities for each class and to review monitoring at the end of each full term. The SEN Manager analyses the data of all students on the SEN Register to inform any further SEN intervention.

Parents/carers receive one full school report every year and have the opportunity to attend one Parents' Evening where they can meet all their child's teachers. The SENCO is also available for consultation at Parents' Evenings.

LSAs who deliver interventions assess students on entry and exit and the data is analysed by the SENCO to check that all interventions are effective. Parents/carers are informed at the end of interventions about the progress students have made.

Students with an Education, Health and Care Plan have an Annual Review which is attended by parents/carers and any relevant staff from outside agencies. The student's progress is discussed, reviewed and new targets are set to ensure on-going progress.

#### Arrangements for transition between different phases of education and preparation for adulthood

All students entering the Academy in Year 7 have two induction days in the summer term preceding their arrival. In addition to this, the SENCO, where possible, visits each school to meet with the class teacher and/or SENCO and supports the transition mentor. When students have more complex needs, it may be necessary for them to have a transition package, this is arranged by the SENCO and the transition mentor. This is discussed with the student's primary school and parents/carers ahead of time and is personalised to the needs of the students. Transition to Post 16 education will also be conducted in exactly the same way.

From Year 9 onwards, it is important to plan for adult life and this focus will be included in annual reviews. All students receive CEIAG (Careers Education, Information, Advice and Guidance) and PSHE (Personal, Social and Health education) during which they will also explore different aspects of adult life, such as opening and managing a bank account, planning a budget or a week's menu.

#### The approach to teaching young people with special educational needs

The Academy is fully inclusive and teachers receive regular training to be able to meet the needs of all learners. Classes are generally set by ability although there are mixed ability classes in more creative, expressive subjects. Students will not generally be in the same set across all subjects unless this is the best provision for them.

All teachers at Oasis Academy Wintringham have up to date information such as prior attainment, reading ages and SEND status. They use this information intentionally to meet the needs of all learners.

#### Adaptations to curriculum and environment

The Academy is wheelchair compatible. As the building is new, appliances in Technology, Art and Food rooms were planned for wheelchair users and are fully accessible to students with a variety of physical needs.

Most students attend mainstream classes for the majority of their time but will be withdrawn from some lessons for specific short-term interventions.

Members of support staff deliver interventions devised by professionals such as:

- Physiotherapy programmes
- Occupational therapy programmes
- Speech and Language Therapy programmes
- A range of literacy interventions
- A range of numeracy interventions
- Social and communication skills

## Expertise and training of staff to support young people with special educational needs

Continual Professional Development is very important at Oasis Academy Winttingham. Teachers receive weekly training regularly on all aspects of their role, including meeting the needs of students with special educational needs. Training will reflect the needs of the students in the Academy at the time and in terms of Special Educational Needs has included:

- Deaf learners
- Dyslexia
- ASD
- ADHD and ADD
- Identifying SEND versus Low academic ability
- Moderate Learning
- ASD
- Quality First Teaching

## Evaluation of the effectiveness of the provision

The effectiveness of interventions is monitored by the SENCO. The impact of all interventions are analysed through termly data, which compares students' performance on entry and exit.

## Inclusion in activities with other young people

The Academy is fully inclusive and students with special educational needs are taught in mainstream classes. Occasionally students are withdrawn to an intervention lesson.

Students with SEND are encouraged to participate fully in all aspects of school life including involvement in our extra-curricular provision.

Students with special educational needs have the same opportunities as other students to participate in trips and activities, but occasionally special provision in the form of individual risk assessments or personalised arrangements will be made for the more vulnerable individuals.

The open-plan layout of the Academy grounds and dining area means that students can eat lunch and socialise together in mixed year groups. The layout of the Academy means that students eat together in the dining agora although the Learning Support area is also open daily for students who prefer a quieter environment where they can sit and eat their lunch around a big table and play games, chat and access support for homework. This provision is open to all students, not just those on the SEND register.

## Support for improving emotional and social development

The Special Educational Needs department offers a number of interventions to support the social and emotional development of students. These interventions are offered when needed. Students generally attend in small groups but we occasionally run one to one interventions when required. The interventions target a number of key aspects of emotional and social development such as:

- resilience
- conflict resolution
- developing friendship
- anger management
- self-esteem
- self confidence
- SEAL (Social, Emotional Aspects of Learning)
- anxiety
- self-awareness

Further interventions such as restorative justice, learning to learn and specific behaviour input are also available through our team of year managers.

### Involvement of external agencies and organisation

The Academy regularly seeks professional advice and guidance from external agencies such as:

- North East Lincolnshire Autism Team
- CAMHS
- Community Paediatricians
- Early Help
- Educational Psychology
- First Response
- Occupational Therapy Services
- Physiotherapy Services
- School Nursing Service
- Social Care
- Speech and Language Therapy Services

The SENCO is the point of contact for all other outside agencies involved in students' education, health and care.

### Arrangements for handling complaints from parents

The Academy has a clear policy for handling complaints which can be found on our website.

### Useful Links

**Click on the hyper-links to go directly to the websites:**

## Disability Grants

### [Disability Grants](#)

Do you have a Disability? Are you a parent or carer of a Disabled child or adult? This site is your easy guide to Grants for the Disabled



Department  
for Education

### [Department for Education](#)

The Department for Education was formed on 12 May 2010 and is responsible for education and children's services.



### [Department of Health](#)

Helps people live better for longer. Lead and fund health care in England, ensure people have the support and treatment they need, with the compassion, respect and dignity they deserve.



### [The Council for Disabled Children](#)

The Council for Disabled Children (CDC) is the umbrella body for the disabled children's sector in England.



### [Contact a Family](#)

Contact a Family is the only national charity that exists to support the families of disabled children whatever their condition or disability.

Opportunities for parents and carers of disabled children to work with local authorities, education and health services to ensure the services they deliver meet needs of disabled children and families.



### [Early Support](#)

Aims to improve delivery of services for disabled children, young people and their families. Enables services and practitioners to work in partnership with those they support.



### [National Parent Partnership Network](#)

Offer advice and support to parents and carers of children and young people with special educational needs. They are statutory services so there has to be one in every local authority.



### [Preparing for Adulthood](#)

A two year programme. Part of the delivery support for 'Support and aspiration: A new approach to special educational needs and disability' green paper.



helps children  
**communicate**  
REGISTERED CHARITY 100957

### [I CAN](#)

I CAN is a children's communication charity. I CAN's mission is to ensure that no child who struggles to communicate is left out or left behind.



### [BOND](#)

BOND (Better Outcomes, New Delivery) is a two year sector led programme that will help to deliver early intervention mental health support to children and young people.



### [Young Minds](#)

Young Minds in schools aim to improve outcomes for young people with behavioural, emotional and social difficulties.



### [Achievement for All](#)

Supports schools to improve access and achievement of learners and young people.



## ERIC

ERIC is the UK's leading childhood continence charity. We work to improve the quality of life of children, young people and families in the UK who suffer from the consequences of childhood continence problems.

### **Disability Grants**

A new [disability grants website](#) to help disabled people and their carers save time finding disability grants.

[The FASD Trust](#) run regular parent support sessions and professional training events around the UK.

**Autism Friendly Cinema screenings** - Dimensions offer Autism Friendly Film screenings in partnership with [Cineworld](#), [ODEON](#) and [Vue](#) Cinemas.

### **Parents' Caring Role**

The NHS has help and advice for Parent Carers [here](#).

The Care Forum's [Well Aware directory](#) lists useful organisations for specific conditions A-Z, and much more.

### **Sport**

[Disability Sport](#) lists a range of organisations providing disabled sports activities and clubs.

### **National Website Transitions**

The [Transition Information Network](#) (TIN) is an alliance of organisations and individuals who come together with one common aim; to improve disabled young people's experience of transition to adulthood.

### **National Website**

[NCB](#) is the leading national charity which supports children, young people and families and those who work with them.

### **National EDCM**

[Every Disabled Child Matters](#) (EDCM) is the campaign to get rights and justice for every disabled child.

### **National Website**

[The Council for Disabled Children](#) (CDC) is the umbrella body for the disabled children's sector in England, with links to other UK nations.

### **Counselling for Carers**

Download this helpful [leaflet](#) from The Carers' Support Centre, containing helpful info on 'talking therapy' for carers.