

SEND Support

at Oasis Academy Harpur Mount



SEND Information Report

What is our vision for pupils with SEND?

At Oasis Academy Harpur Mount we have a passion to include everyone in every aspect of school life, treating them equally regardless of differences.

We have developed an inclusive curriculum to meet the needs of all our learners, ensuring our children with SEND have the opportunity to be as independent as possible and to achieve their full potential. We follow the aspirational OCL curriculum, working to develop a sense of character, competence and community with all our pupils. To achieve this, we support and remove barriers to learning to give all children their entitlement to an education that is appropriate to their needs.

Building trust and establishing positive relationships is at the heart of our approach. All staff encourage children to develop self-belief to become the best versions of themselves so that they can reach their goals.

We know that the parents, carers and families of children with SEND may face certain challenges, therefore it is our ambition to provide them with access to the relevant professionals and information to best support their child.

The following SEND Information report outlines SEND approaches and provision available in school. If you cannot find the information you need then please contact Amy Newsome, the SEND Coordinator (SENDCo) via:

Email: amy.wakefield@oasisharpurmount.org
Telephone: 0161 205 4993



How do we decide whether a child has a special educational need?



All children are assessed throughout the school year by their class teacher. Teachers are always checking how well the children are doing as they check for understanding in lessons and mark work.



Some children will be making less progress than we would expect. With some extra help, most of these children will begin to catch up. This extra help might be different work or equipment in class time, or extra booster sessions.



A few children will still struggle to catch up, even when this extra help has been put in place. When this happens, we would usually say that the child has a Special Educational Need (SEND).



The SENCO will now carry out more detailed assessments/observations to find out what type of SEND the child has. If we need more information about a child's needs or the type of support that they need, we may ask for help from other professionals such as speech and language therapists or educational psychologists.



Once we have decided that a child has SEND they will be added to the SEND register. This is a list of names that the SENCO uses to check how well children with SEND are doing at the academy. The SENCO will monitor the child's progress and helping teachers decide what different help the child needs.

Working together

We will ask you and your child to work with us at every point of this process. The class teacher will discuss any decisions with you. Sometimes the SENCO will meet with you too.

Diagnosis

As teachers, we are not qualified to formally diagnose any conditions. Any formal diagnoses would need to be made by an appropriately qualified professional and we can signpost you to the most relevant service.

Areas of need

The SEND Code of Practice breaks down SEND into four different areas. These are outlined below.

1. Cognition and Learning Difficulties

If a child has cognition and learning difficulties, they will need adapted learning and support to help them make progress in the curriculum. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

2. Social, Emotional and Mental Health (SEMH)

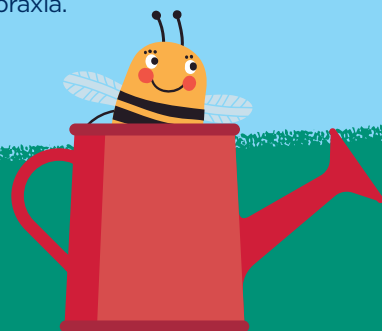
Children and young people may experience a wide range of social and emotional difficulties, which can present in different ways. These may include becoming withdrawn or isolated, as well as displaying challenging or disruptive behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have difficulties such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment difficulties.

3. Communication and Language Children

Young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can affect how they relate to others.

4. Physical and Sensory

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.



How do we involve pupils, parents/carers and other providers in identifying Special Educational Needs?

If you tell us that you think your child has a special educational need, we will discuss this with you and check it out. We will share with you what we find and agree together what we will do next. When we assess special educational needs we will discuss if the child's understanding and behaviour are the same at school and home, we take this into account and work with you so that we are all working together to help your child.

Parent view



If a pupil has an identified special educational need before they start at OAHM, we work with the people who already know them and use the information already available to identify what support they will need in our school setting.

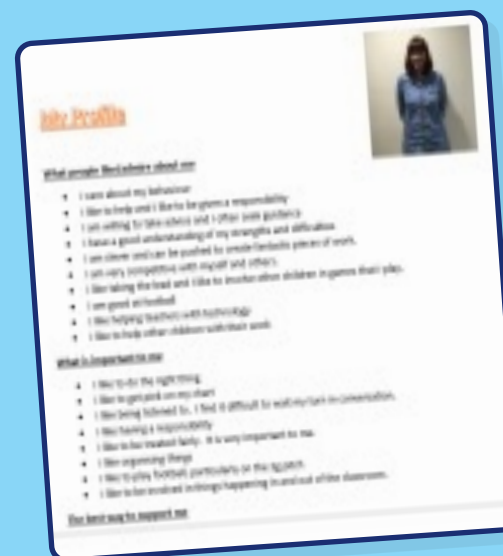
Previous schools/nursery providers

What support will my child get?

We establish **One Page Profiles** (see picture) for all pupils on the SEND register. The profile is written by the class teacher with help from you and your child. It says what your child is good at and what they need help with. It lets staff know what helps your child to learn best and will be shared with all adults working with them. The profiles are discussed 3 times a year at SEND Review meetings or parents' evenings.

We may use a **SEND tracker** to assess your child and set clear next steps for their learning. This includes targets for your child to work on, to help them to continue to make progress.

We may create a **Behaviour Communication Plan** to help us to support your child effectively. This will include things to say and do that will help your child communicate and follow school routines.



How will I know how my child is doing?

SEND Review meetings

The class teacher will meet with you three times a year to discuss your child's progress and share ideas about how best to support them at home and in school. We will provide longer slots at parents' evening for these meetings to take place. We will send home paper copies of these meetings too. These termly SEND review meetings may be held with the Senco, if this is appropriate.

We will discuss any progress made during these small group sessions at SEND review meetings/parents' evening.

Informal meetings/chats

Want to share some news or worries? Pop in and ask to arrange a time to meet with the class teacher. The SENCO can come along too if this would help.

Annual Reviews

We hold annual review meetings for children with EHCPs or support plans. All professionals involved will be invited to attend, alongside parents/carers. Depending on the child's age, they may also take part in the review and share their perspective. This will be a chance to look at how they are progressing towards their targets, celebrate successes and decide if any changes need to be made. We will think about what's working well and what could be better.

Letters

We will send letters home to let you know about any interventions or groups that your child takes part in.



How do we adapt the curriculum to meet special educational needs?

All our staff are trained to recognise individual needs and can adapt teaching and learning approaches so that every child is able to learn at their level. We place a lot of emphasis upon **quality whole class teaching** that is inclusive of all pupils. We adapt and scaffold work to match different children's abilities.

We use additional interventions to help pupils learn certain skills and targets in small groups. These interventions can help pupils to develop key skills that will support their learning in the classroom.

Available Interventions:

Rainbow Room and Moonlight room

Nurture support including circle time, snack time and cooperative play. Identified pupils take part in social and emotional interventions that enhance our Personal Development curriculum.

Speech and language

interventions - for developing speaking and listening skills, social communication and understanding of language. These could be individual sessions or a small group. We have a specialist Eklon trained TA who has expertise in developing speech and language skills.

Small group booster sessions

Such as phonics boosters or reading interventions.

Pre-teaching

Quick preview sessions before a unit of work starts to help pupils to be prepared for the learning.

Post-teaching

Quick sessions revisiting and recapping learning to help pupils to keep their skills and knowledge.

Precision Teaching for basic skills

Sensory Circuits and Occupational Therapy groups

For pupils who need movement breaks and/or motor activities

Spld

Support and strategies for pupils who show signs of having a Specific Literacy Difficulty

Pupil Voice

A Person Centred approach is at the heart of decision making for children with SEND at Oasis Academy Harpur Mount. Young people are involved at every stage of their education through:

- Positive relationships with their key person/class teacher
- Contributing ideas to One page profiles
- Person centred planning meetings
- EHC plan annual reviews
- QR codes in classrooms for children to scan and seek support
- Mental health check-ins in every classroom
- Children with special educational needs are represented within student leadership roles
- If children feel they are being bullied, this is taken seriously and prompt action is taken. Children can use the QR codes, mental-health check-ins and speak to an adult. Children can speak to the Mini SLT and other Student leader roles



How do we check that children with SEND are making good progress?

Teachers and teaching assistants check how well a pupil understands and makes progress in each lesson.

Pupils' assessments and progress are tracked on Insight and Smartgrade. Teachers look at these at least termly and look for pupil strengths and areas to develop.

For some pupils, we use a **SEND tracker** to assess progress that is in smaller steps. These trackers are completed three times a year.

We work together as a staff to **moderate work** to check our assessment judgements are correct.

Our **Academy Leadership Team** check the progress of pupils every term and discuss what we are doing to make sure pupils make good progress. We are always thinking about how we can best support pupils to make progress, asking: **Is there anything else we can do?**

For pupils with special educational needs teachers **discuss progress with parents** every term or more often if we believe this will help.



What equipment or resources do we use to give extra support?

We use a range of equipment to support pupils in class:

Wobble cushions, writing slopes, pencil grips, chew toys, workstations, picture timetables, sensory bags, visual support, physical apparatus and countdown timers are available for pupils who need it.

We use ICT to provide interactive activities and visual media to support children in all areas of the curriculum.

Every child has access to an Ipad through the Horizons Project, which provides opportunities for using visuals, voice recording and text layout to support learning.

We already have a wide range of equipment and resources at the academy. However, if we notice that your child needs a piece of equipment that we don't have, we have a small budget for buying such things.



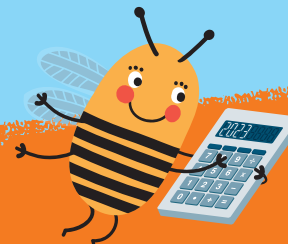
What external do we bring in to help us meet special educational needs?

We get support from our **Educational Psychologist**, Jayne Smith, who we employ for around 4 days per term. Jayne may work with class teachers to develop their whole class teaching; assess individual pupils or provide staff training. If we would like your child to work with Jayne, we will discuss this with you first and complete a referral form.

We can help families get support from Occupational therapy for pupils who need support with their motor skills (movement).

We also get advice and support from Liz Barber, a Specific Literacy Difficulty Specialist (SPLD).

We have some support from the **Speech and language therapy** team (SaLT). We can refer to this service to arrange for a Speech and Language Therapist to assess a child. They can advise on strategies and programmes to help support language and communication difficulties. If we would like your child to work with the Speech and Language service, we will discuss this with you first and complete a referral form.



What other activities are available for pupils with special educational needs?

We have a number of **after school activities** for all pupils including those with special educational needs.

Pupils with special educational needs are always included in **educational visits**. We choose visits that are accessible for all and comprehensive risk assessments are undertaken for every trip.



How do we prepare children with SEND for changes?

We find that lots of children cope well with the changes that are thrown at them on a daily basis at the academy. However, we always like to prepare children as best we can for the times when they do need extra support.

We have admission meetings/home visits for all children coming into our **Nursery** where specific needs can be discussed.

We ensure that children with SEND, where needed, have a detailed transition plan as they **move from class to class**. One page profiles help us to make sure transitions are smooth and that new teachers are aware of how to best support your child.

We work closely with the special educational needs coordinator (SENCo) of a child's **previous school** if they join us part way through the year.

We work closely with the special educational needs coordinator (SENCo) of the child's chosen **secondary school** to ensure the transition is as smooth as possible. We will share One page profiles and any relevant information to support this move. Sometimes children like to see photos of their new school, key staff members and important places. We work closely with you, your child and the new school to help make this transition as smooth as it can possibly be.

Additional visits are arranged to the child's high school should they be required.



How does additional funding work?

Schools receive funding for all pupils with special educational needs and they contribute to very expensive items and targeted support.

If a pupil's Education and Health Care Plan identifies something that is significantly different to what is usually available, there will be additional funding allocated.

Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget.

This must be used to fund the agreed plan.



Where can parents/carers get extra support?

We find that lots of children cope well with the changes that are thrown at them on a daily basis at the Academy. However, we always like to prepare children as best we can for the times when they do need extra support.

There are a number of parent support groups that are updated regularly on the Local Offer page.

Manchester publishes a local offer informing parents of services available to them:

www.manchester.gov.uk/info/500132/special_educational_needs/6181/manchesters_local_offer_for_children_and_young_people_with_sen_and_disabilities

SENDIASS offers confidential and impartial information, advice and support to children, young people and their parents/carers on Education matters and Health and Social Care matters in relation to education. It aims to encourage and develop partnership between children, young people, parents/carers, schools, the local authority and all other partners who are involved in working to identify, assess and meet the special educational needs of children and young people.

Contact email: parents@manchester.gov.uk.



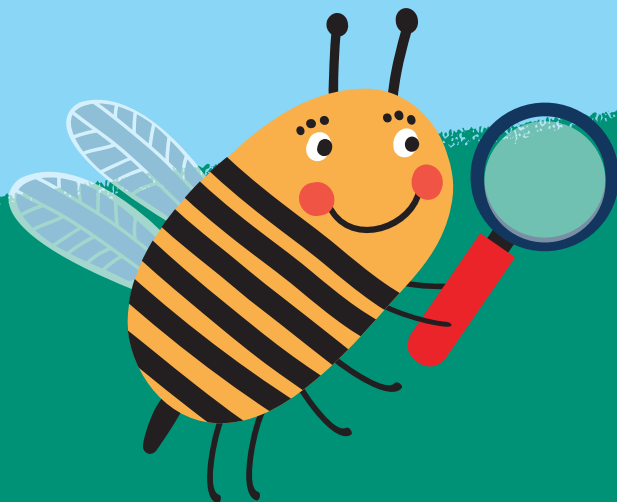
What can you do if you are not satisfied with a decision or what is happening?

Your views are important and it is important that people listen to them and that you are satisfied with what happens.

If you have a concern then the first point of contact is always the person responsible – this may be the class teacher, the SENDCo or the head teacher. Explain your concerns to them first.

If you are not satisfied that your concern has been addressed speak to the head teacher then ask for the school governors representative.

parents@manchester.gov.uk





Oasis Academy Harpur Mount,
Alfred Street, Harpurhey, Manchester, M9 5XR

Principal: Mrs S. Herbert

Telephone: 0161 205 4993

Email: info@oasisharpurmount.org

Web: www.oasisacademyharpurmount.org

Follow us on  @OasisHarpur

