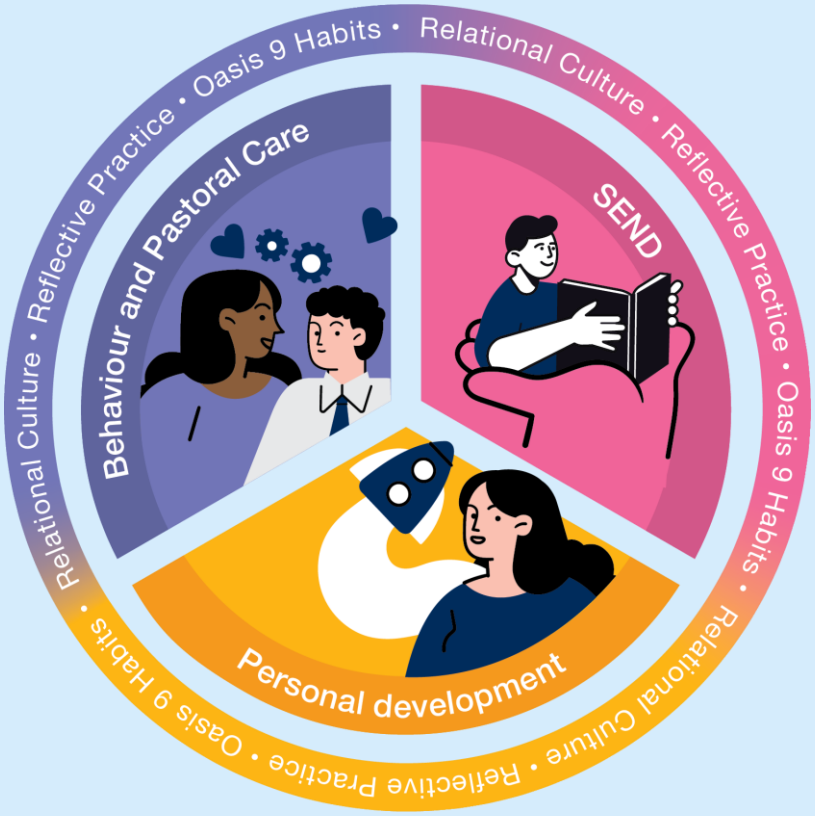
The Oasis Way

Oasis Academy Blakenhale Infants

# SEND

## Information Report

The Oasis Way for Inclusive Practice is our framework for transformational inclusion at the heart of the community. All Oasis academies recognise that relationships are transformational, and our inclusive approach is based on cutting-edge cognitive science and developmental psychology research into the impact of trauma, attachment, ACEs and SEND on the way our children learn and develop. The Oasis Way ensures all our academies are aligned in a shared approach to relational, restorative and-trauma responsive practice through three core policy areas: Behaviour and Pastoral Care, Special Educational Needs and Personal Development.




Our approach to Behaviour and Pastoral Care centres intentional relationship building and a trauma-responsive ethos.

Our approach to Special Educational Needs and Disabilities enacts a child-centred model and celebrates difference as an asset.

Our approach to Personal Development promotes connection, empowers children as leaders and prepares them to lead flourishing lives.

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We're rewriting the story

# Our vision for SEND

## 1. Welcome to our SEND information report!

### Oasis Academy Blakenhale Infants SEND Vision

At Oasis Academy Blakenhale Infants, our SEND vision is driven by our motto, **Every Child, Every Chance, Every Day**. We believe that every child is unique and deserves to feel valued, included and supported within a caring and ambitious learning environment. We are committed to ensuring that all pupils with SEND have equal opportunities to access a broad, balanced and enriching curriculum.

Through high-quality teaching, personalised support and the early identification of needs, we work to remove barriers to learning and enable every pupil to achieve their full potential. We maintain high aspirations for all children and nurture their confidence, independence, resilience and wellbeing so that they can flourish academically, socially and emotionally.

We work in partnership with families, pupils and external professionals to provide the right support at the right time. By celebrating diversity, promoting belonging and ensuring that every voice is heard, we strive to create a fully inclusive community where every child has every chance, every day to succeed and thrive.

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# Our vision for SEND

## Meet our SEND team

| Name | Role | Contact details |
|---|---|---|
| Mrs L Bate | Assistant SENDCO | Lucy.Bate@oasisblakenhale.org |
| Mrs N Hussey | Deputy Principal | Natasha Hussey@oasisblakenhale.org |
| Mrs H Cotterll | Assistant Principal: Inclusion Lead | Helen.Cottrell@oasisblakenhale.org |
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# Our vision for SEND

## 2. What kinds of Special Educational Needs do we provide for?

### Communication and Interaction

We provide support for pupils with:

- Speech, language and communication needs (SLCN).
- Autism Spectrum Condition (ASC).
- Social communication and interaction difficulties.
- Difficulties understanding and using language.
- Challenges with social skills, friendships and relationships.
- Difficulties following instructions, routines and conversations.
- Communication needs requiring visual or alternative communication support.

### Cognition and Learning

We provide support for pupils with:

- Moderate Learning Difficulties (MLD).
- Specific Learning Difficulties (SpLD), including dyslexia, dyscalculia and dyspraxia.
- Difficulties with memory, processing and retention of information.
- Challenges with literacy, numeracy and understanding concepts.
- Learning needs that require adapted teaching and targeted interventions.
- Barriers to learning that impact progress across the curriculum.

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# Our vision for SEND

## 2. What kinds of Special Educational Needs do we provide for?

### Social Emotional and Mental Health Difficulties

We provide support for pupils with:

- Social, emotional and mental health needs.
- Difficulties with emotional regulation and self-management.
- Anxiety, low mood and wellbeing concerns.
- Challenges with behaviour linked to underlying needs.
- Difficulties building positive relationships and social skills.
- Barriers to learning resulting from emotional or mental health needs.
- Needs requiring pastoral, therapeutic or targeted emotional support.

### Sensory and/or Physical Needs

We provide support for pupils with:

- Visual impairments.
- Hearing impairments.
- Physical disabilities and medical needs.
- Sensory processing difficulties.
- Difficulties accessing the learning environment independently.
- Needs requiring specialist equipment, adaptations or physical support.
- Barriers to learning arising from sensory or physical needs.

# Our vision for SEND

## 3. How do we make sure children with SEND are fully included in our school?

### Our vision for children with SEND

- Providing high-quality, inclusive teaching in every classroom.
- Adapting learning, resources and the environment to meet individual needs.#
- Promoting a culture of acceptance, respect and belonging for all pupils.
- Ensuring pupils with SEND can access the full curriculum alongside their peers.
- Encouraging participation in clubs, trips, visits and wider enrichment activities.
- Providing reasonable adjustments and specialist support where needed.
- Listening to pupils' views and involving them in decisions about their education.
- Working closely with families and external professionals to support inclusion.
- Supporting positive friendships, social interaction and emotional wellbeing.
- Ensuring staff receive training to meet the diverse needs of our pupils.
- Celebrating individual strengths, achievements and contributions to school life.
- Removing barriers to learning, participation and achievement so that every child can thrive.

# Our vision for SEND

## 3. How do we make sure children with SEND are fully included in our school?

### The Oasis Entitlement

At Oasis Academy Blakenhale Infants, our SEND vision is driven by our motto, Every Child, Every Chance, Every Day. We believe that every child is unique and deserves to feel valued, included and supported within a caring and ambitious learning environment. We are committed to ensuring that all pupils with SEND have equal opportunities to access a broad, balanced and enriching curriculum.

Through high-quality teaching, personalised support and the early identification of needs, we work to remove barriers to learning and enable every pupil to achieve their full potential. We maintain high aspirations for all children and nurture their confidence, independence, resilience and wellbeing so that they can flourish academically, socially and emotionally.

We work in partnership with families, pupils and external professionals to provide the right support at the right time. By celebrating diversity, promoting belonging and ensuring that every voice is heard, we strive to create a fully inclusive community where every child has every chance, every day to succeed and thrive.

## Knowing every child

# 4. How are parents of children with SEND consulted with and involved in the education of their child?

## How you are consulted

- Regular parent meetings to discuss progress, needs and next steps.
- Termly SEND review meetings.
- Opportunities to share views and contribute to SEND Support Plans and EHCP reviews.
- Ongoing communication through phone calls, emails and school communication platforms.
- Discussions with parents before any changes to support or provision are made.
- Involvement in meetings with external agencies and professionals.
- Parent feedback used to help shape support for their child.
- An open-door approach, enabling parents to raise concerns and ask questions at any time.

# Knowing every child

## 4. How are parents of children with SEND consulted with and involved in the education of their child?

### How you are involved in your child's education

- Sharing information about their child's strengths, needs and interests.
- Attending review meetings and parents' evenings.
- Contributing to SEND Support Plans and EHCP reviews.
- Supporting learning and targets at home.
- Working with school staff to discuss progress and next steps.
- Participating in meetings with external professionals where appropriate.
- Raising concerns and sharing feedback about their child's provision.
- Celebrating achievements and successes alongside the school.

**We believe that working in partnership with parents helps ensure the best possible outcomes for every child.**

# Knowing every child

## 5. How are children with SEND consulted with and involved in their education?

**How children are consulted**

**How are children with SEND consulted with and involved in their education?**

- Children with SEND are consulted through:
- Regular discussions about their learning, strengths and needs.
- Sharing their views during SEND review meetings.
- Contributing to targets and support plans.
- Pupil voice activities, surveys and questionnaires.
- One-to-one conversations with teachers, support staff and the SENDCo.
- Having their views considered when decisions are made about their support.

**We value pupil voice and ensure children are actively involved in decisions about their education.**

## Knowing every child

# 5. How are children with SEND consulted with and involved in their education?

## How children are involved their education

Children with SEND are involved in their education through:

- Setting and reviewing their own targets.
- Participating in SEND review meetings where appropriate.
- Making choices about the support they receive.
- Sharing what helps them learn best.
- Taking part in pupil voice activities and surveys.
- Discussing their progress, achievements and next steps with staff.
- Contributing to decisions about their SEND Support Plan or EHCP.

**We encourage children to take an active role in their learning and ensure their views are valued and respected.**

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# Knowing every child

## 6. How are children with SEND prepared for and supported with transitions?

### Transition into our school

- Additional visits and transition activities where needed.
- Meetings with parents, previous settings and professionals.
- Sharing information to understand individual needs.
- Introduction to key staff and school routines.
- Personalised support plans where appropriate.
- Ongoing monitoring and support during the transition period.

**Our aim is to ensure every child feels safe, confident and ready to thrive when they join Oasis Academy Blakenhale.**

### Transition between classes and key stages

Information is shared between teachers to ensure continuity of support.

- Transition meetings are held to discuss individual needs and successful strategies.
- Additional visits and transition activities are arranged where appropriate.
- Pupils are introduced to new staff, classrooms and routines in advance.
- Personalised transition plans are developed for pupils who require additional support.
- Ongoing monitoring and support are provided during the transition period.

**Our aim is to ensure that all children with SEND feel confident, supported and ready for the next stage of their learning journey.**

# Knowing every child

## 6. How are children with SEND prepared for and supported with transitions?

### Transition to a new school or phase of education

- Early planning and transition support.
- Information shared with the new school or setting.
- Additional visits where appropriate.
- Meetings with parents, pupils and key staff.
- Careful transfer of SEND records and support plans.
- Preparation activities to build confidence and familiarity.
- **Our aim is to ensure every child feels prepared, supported and confident for the next stage of their education.**

### Preparing for adulthood

- Developing independence, confidence and resilience.
- Encouraging decision-making and self-advocacy skills.
- Building social, communication and life skills.
- Supporting pupils to set goals and aspirations for the future.
- Promoting responsibility and independence within school life.
- Working with families and external agencies to plan for future transitions.

**Our aim is to equip every child with the skills, confidence and independence they need for their next stage of education and future life.**

# Inclusive high quality teaching

## 7. How do we adapt our curriculum and environment to meet the needs of children with SEND?

### Our accessible and inclusive curriculum

- Adapting teaching and learning activities to meet individual needs.
- Using a range of teaching strategies to support different learning styles.
- Providing appropriate scaffolding, modelling and targeted support.
- Using visual aids, practical resources and assistive technology where needed.
- Delivering targeted interventions to address specific areas of need.
- Ensuring all pupils can access a broad, balanced and ambitious curriculum.
- Regularly reviewing support to help pupils make progress and achieve their potential.

**Our curriculum is designed to be inclusive, enabling every child to access learning, make progress and achieve success.**

# Inclusive high quality teaching

## 7. How do we adapt our curriculum and environment to meet the needs of children with SEND?

**Our accessible and inclusive environment**

### Our Accessible and Inclusive Environment

- Classrooms are organised to support a range of learning and sensory needs.
- Visual timetables, prompts and resources are used to promote understanding and independence.
- Reasonable adjustments are made to ensure pupils can access learning and school activities.
- Sensory resources and adapted equipment are available where appropriate.
- A nurturing and supportive environment promotes wellbeing, belonging and inclusion.
- All areas of the school are regularly reviewed to ensure they remain accessible for all pupils.

**Our environment is designed to ensure that every child feels safe, valued and able to participate fully in school life.**

# Inclusive high quality teaching

## 8. What is our approach to teaching pupils with SEND?

At Oasis Academy Blakenhale Infants, we believe that high-quality, inclusive teaching is the key to ensuring that all pupils, including those with SEND, achieve their full potential. We provide a supportive and ambitious learning environment where teaching is adapted to meet individual needs, barriers to learning are removed, and every child is given the opportunity to succeed.

- High-quality, inclusive teaching is the foundation of our SEND provision.
- Lessons are adapted to meet the individual needs of pupils.
- Teachers use a range of strategies, resources and scaffolds to support learning.
- Learning is personalised to help pupils access the curriculum and achieve success.
- Additional support and targeted interventions are provided when required.
- Progress is regularly monitored to ensure pupils receive the right support at the right time.
- We work closely with families and external professionals to meet individual needs.

**Our approach is centred on ensuring every child can access learning, make progress and achieve their full potential.**

# Inclusive high quality teaching

## 9. How will we keep you informed about how your child with SEND is doing in school?

**At Oasis Academy Blakenhale Infants, we believe that strong partnerships between home and school are essential to achieving the best outcomes for children with SEND. We are committed to keeping parents and carers regularly informed about their child's progress, support and wellbeing.**

- Regular communication with class teachers and the SENDCo.
- Parents' evenings and review meetings.
- Termly SEND review meetings to discuss progress and next steps.
- Updates on SEND Support Plans and EHCP outcomes.
- Phone calls, emails and school communication platforms as required.
- Opportunities to meet with staff to discuss concerns or celebrate successes.
- Involvement in meetings with external professionals where appropriate.

**We operate an open-door approach and encourage parents to contact us at any time if they have questions or concerns about their child's education or SEND provision.**

# Inclusive high quality teaching

## 10. How do we evaluate our provisions and ensure that children with SEND make progress?

### Progress in the curriculum

At Oasis Academy Blakenhale Infants, we regularly monitor the progress of pupils with SEND to ensure support is effective and enables success within the curriculum.

- Regular assessment of progress and attainment.
- Ongoing monitoring by teachers and the SENDCo.
- Termly reviews of SEND support and interventions.
- Feedback from pupils and parents.
- Adaptations made where additional support is needed.
- Review of SEND Support Plans and EHCP targets.

**This helps ensure every child with SEND makes meaningful progress and achieves their full potential.**

# Inclusive high quality teaching

## 10. How do we evaluate our provisions and ensure that children with SEND make progress?

### Progress towards EHC outcomes

- Regular reviews of EHC Plan outcomes.
- Termly monitoring of progress and provision.
- Annual Review meetings with parents and professionals.
- Adjustments made to support where needed.
- Pupil and parent views considered throughout the review process.

**This ensures that pupils continue to make progress towards their individual outcomes.**

# Inclusive high quality teaching

## 11. How do we train staff to ensure they can support our children with SEND?

### SENDCo

The SENDCo provides ongoing training, guidance and support to ensure staff can meet the needs of pupils with SEND effectively.

- Regular SEND training and updates led by the SENDCo.
- Guidance on adapting teaching and support for individual pupils.
- Specialist training linked to specific SEND needs.
- Support from external professionals where appropriate.
- Sharing of effective SEND strategies and best practice.

**This ensures staff are equipped to provide high-quality, inclusive support for all pupils with SEND.**

### Teaching staff

- Adapt teaching to meet individual needs.
- Use a range of strategies and resources to support learning.
- Monitor progress and identify barriers to learning.
- Work closely with the SENDCo to provide appropriate support.
- Create an inclusive classroom environment where all pupils can succeed.

**Teaching staff ensure that every child can access learning, make progress and thrive.**

### Support staff

- Deliver targeted interventions and personalised support.
- Support pupils to access learning within the classroom.
- Reinforce teaching strategies and learning targets.
- Promote independence, confidence and engagement.
- Work closely with teachers and the SENDCo to meet individual needs.

**Support staff play an important role in helping pupils with SEND access learning and achieve their potential.**

# Inclusive high quality teaching

## 12. What specialist services do we work with to support children with SEND?

At Oasis Academy Blakenhale Junior, we work closely with a range of specialist services to ensure children with SEND receive the support they need to thrive and achieve their full potential. These services provide assessment, advice, intervention and training to support pupils, families and staff. ducational Psychology Service (EPS) ]

- Pupil and School Support (PSS/LLaSS)
- Communication and Autism Team (CAT)
- Physical Disability Support Service (PDSS)
- Sensory Support Services
- Speech and Language Therapy (SaLT) [
- Occupational Therapy Services (OT)
- Beacon Behaviour Support
- School Nursing Service

Together, these services help us provide effective, personalised support for children with SEND.

# Interventions matched to need

## 13. What additional support and provisions are available for children with SEND in our academy?

### Communication and Interaction support

- Speech and Language Therapy support (SaLT)
- Communication and Autism Team (CAT)
- Visual timetables and communication aids
- Pre-teaching of vocabulary and new concepts
- Speech and language interventions and small group support
- Transition support and personalised resources

### Cognition and Learning support

- Adapted teaching and learning activities
- Individual learning plans and BOATS continuums.
- Small group and one-to-one interventions.
- Teaching assistant support.
- Pre-teaching and overlearning opportunities.
- Specialist support from Pupil and School Support (PSS). [
- Access arrangements where appropriate.

# Interventions matched to need

## 13. What additional support and provisions are available for children with SEND in our academy?

### Social Emotional and Mental Health support

- Social, emotional and mental health (SEMH) interventions.
- Inclusion and pastoral support.
- Support from Beacon Behaviour Support and Educational Psychology.
- Personal Development and PSHE lessons.
- Individual behaviour and emotional regulation strategies.
- Safe spaces and trusted adults to support wellbeing.

### Sensory and/or Physical support

- Specialist equipment and resources to support access to learning. [
- Sensory support and personalised strategies.
- Fine and gross motor skills interventions
- Occupational Therapy and Sensory Support Service involvement.
- Support from the Physical Disability Support Service (PDSS)
- Accessible facilities and reasonable adjustments.

# Interventions matched to need

## 14. What support will there be for my child's wellbeing, including social, emotional and mental health?

**How we teach pupils about social and emotional wellbeing**

At Oasis Academy Blakenhale Infants, pupils are taught about social and emotional wellbeing through our weekly PSHE and Personal Development curriculum, which helps children understand their emotions, build positive relationships, develop resilience and learn strategies to keep themselves mentally healthy. We support pupils to identify and manage feelings, resolve conflicts, show empathy and make safe choices. Staff model positive relationships throughout the school day and use restorative approaches to support emotional development. Pupils also benefit from targeted interventions, pastoral support, sensory regulation opportunities and access to specialist services where needed. This graduated approach helps children develop confidence, self-esteem, emotional regulation and the skills needed to succeed both in school and beyond.

# Interventions matched to need

## 14. What support will there be for my child's wellbeing, including social, emotional and mental health?

### How we support pupils who are struggling with their social and emotional wellbeing

- Daily check-ins with a trusted adult.
- Access to a key adult and quiet space when needed.
- Play therapy and emotional wellbeing support.
- Consistent routines and clear expectations.
- Support with identifying and regulating emotions.
- Positive reinforcement and encouragement.
- Regular breaks to manage fatigue and emotional regulation.
- Close communication between home, school and external professionals.

### How we support families

- Regular communication between home and school.
- Meetings with parents to review progress and discuss concerns.
- Signposting to relevant health, therapy and support services.
- Sharing strategies to support emotional wellbeing and learning at home.
- Collaborative working with external professionals to ensure joined-up support.
- Ongoing pastoral support and advice for the family.

# Interventions matched to need

## 15. How do we work with the local authority and other services to meet the needs of children with SEND?

### Our Local Offer and other useful services

At **Oasis Academy Blakenhale Junior**, we work closely with Birmingham Local Authority and a range of specialist services to ensure children with SEND receive the support they need to achieve their full potential. We collaborate with families, external agencies and professionals to assess needs, plan provision, monitor progress and provide tailored support. [

- Work with the Educational Psychology Service (EPS).
- Seek advice from Pupil and School Support (PSS/LLaSS). [
- Collaborate with the Communication and Autism Team (CAT). [
- Access Speech and Language Therapy and Occupational Therapy services.
- Work alongside Physical Disability and Sensory Support Services
- Liaise with School Nursing and other health professionals.
- Involve parents and carers in planning and reviewing support.
- Review provision regularly to ensure it meets each child's needs.

# Interventions matched to need

## 15. How do we work with the local authority and other services to meet the needs of children with SEND?

### Supporting Looked After Children (LAC)

- Regular liaison with the Virtual School and Local Authority.
- Personal Education Plans (PEPs) reviewed termly.
- Close partnership working with carers, social workers and families.
- Additional pastoral and emotional wellbeing support.
- Targeted interventions to support progress and attainment.
- A designated teacher/s who monitor progress and advocates for pupils' needs.

# Interventions matched to need

## 16. What can you do if you are concerned about your child's support?

### What to do if you are worried

- Speak to your child's class teacher.
- Contact the SENDCo to discuss your concerns.
- Arrange a meeting with the Inclusion Team.
- Attend review meetings and share your views.
- Follow the academy's complaints procedure if concerns remain unresolved.

We value partnership with parents and carers and will always listen to and respond to concerns about a child's support.

### Our complaints procedures

If you are concerned about your child's SEND support, we encourage you to speak to us first so that we can work together to resolve any issues promptly.

- Speak to your child's class teacher.
- Contact the SENDCo or Inclusion Team to discuss your concerns.
- If concerns remain unresolved, follow the academy's complaints procedure.
- A copy of the complaints procedure is available from the school office or on the academy website.

We are committed to working in partnership with families and listening to concerns to ensure the best outcomes for every child.

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