Oasis Academy Blakenhale SEND Policy

SENDCo : Mrs Julie Pope

Reviewed: February 2026

Next review: February 2027

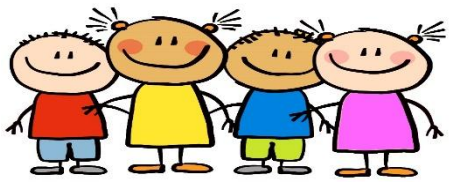
At Oasis Academy Blakenhale, we are committed to ensuring that all pupils with Special Educational Needs and Disabilities (SEND) are supported to achieve positive outcomes and make good progress. In line with our mission statement, *"Healthy bodies, healthy minds, promising futures"*, we aim to create an inclusive environment where every child is valued and enabled to flourish.

We recognise that all children learn at different rates and may require additional support at various stages of their educational journey. These needs may be temporary or long term. Some pupils will be identified as requiring targeted intervention to help them reach their full potential. Research indicates that approximately 20% of pupils may experience Special Educational Needs at some time during their school career (Code of Practice, 1994).

Children may have SEND throughout, or at any point in, their time at school. We are committed to ensuring that every pupil receives high-quality, tailored support to help them overcome barriers to learning. This entitlement applies to all pupils, regardless of ability, race, gender, religion, or background. Some needs may be resolved quickly through early identification, parental engagement, or simple checks such as hearing or vision assessments. Others may require structured, evidence-based interventions or support from external professionals.

Where appropriate, we work in partnership with outside agencies, including Pupil and School Support (PSS), the Communication and Autism Team (CAT), Educational Psychology (EP), and occupational health services. These partnerships help us ensure that pupils receive specialist assessment, advice, and intervention tailored to their individual needs.

At Oasis Academy Blakenhale, we meet the challenge of educational entitlement by maintaining high expectations for all learners and delivering a broad, balanced, and differentiated curriculum. Targeted interventions are provided for identified pupils to ensure that support is precise, effective, and aligned with our ethos of promoting healthy minds, healthy bodies, and promising futures for every child.



Definition of SEND

A child or young person has Special Educational Needs (SEND) when they have a learning difficulty or disability that requires provision which is additional to or different from that ordinarily available to pupils of the same age.

A learning difficulty or disability is present when a child or young person:

- Has significantly greater difficulty in learning than most of their peers, or
- Has a disability that prevents or restricts access to the educational facilities typically provided for pupils of the same age in mainstream settings.
- Children under compulsory school age may also be identified as having SEND if they are likely to meet these criteria as they grow older, particularly where early provision would support their development.

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction

2. Cognition and learning

3. Social, mental and emotional health

4. Sensory and/or physical

Oasis Academy Blakenhale aims

- To provide every child with access to a broad and balanced education. This includes the Early Years Foundation Curriculum and The National Curriculum, where relevant to this age group, in line with the Special Educational Needs Code of Practice 2015.

To Individual Needs of students, the academy will:

- Identify those who have SEND/Individual Needs at the earliest opportunity by gathering information from parents/carers, education, health and care services and nurseries prior to joining Oasis Blakenhale Infants.

- Monitor the progress of all students to aid the identification of those with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential.

- Make appropriate provision to overcome all barriers to learning and ensure students with SEND and other Individual Needs have full access to the curriculum. This will be co-ordinated by the SENDCo (Special Educational Needs Co-ordinator) and will be

carefully monitored and regularly reviewed to ensure that individual targets are being met and all students' needs are catered for.

- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for students within the school, and the effectiveness of this policy and the school's SEND work.

- Work with and in support of outside agencies when the students' needs cannot be met by the school alone.

Roles and Responsibilities

The SENDCo is the school's "responsible person" and manages the school's special educational needs work. The Principal and Inclusion Lead will also keep the governing body informed about the special educational needs provision made by the school.

The SENDCo and Inclusion Lead will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENDCo and Inclusion Lead will identify areas for development in special educational needs and contribute to the school's development plan. They will co-ordinate provision for children at School support and children with School Support Provision plans and Education and Health care plans. (CoP Section 5:30, 6:32)

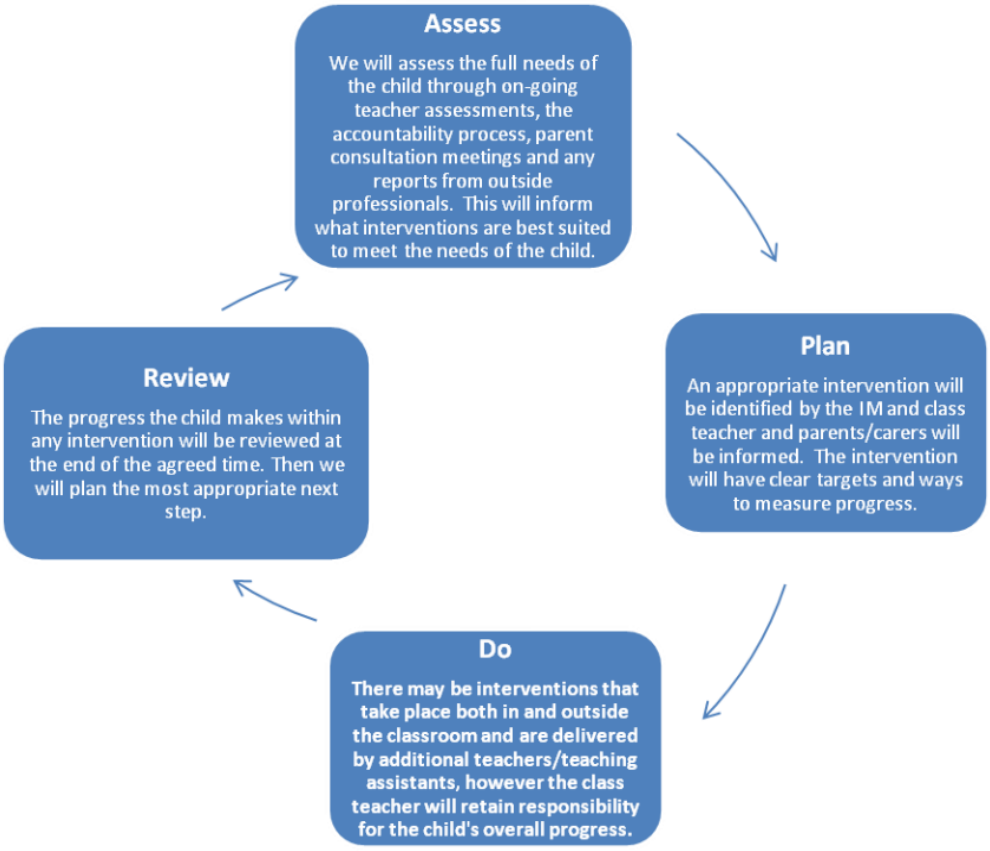
Oasis Academy Blakenhale aim to provide every child with access to a broad and balanced education, in line with the Special Educational Needs Code of Practice 2015.

To meet the Individual Needs of students, the Academy will:

- Ensure all children experience a learning environment, which is sensitive to their learning needs, learning at their own rate, but progressing along a continuum.

- Identify those who have SEND/Individual Needs at the earliest opportunity by gathering information from parents/carers, education, health and care services and nurseries prior to joining Oasis Academy Blakenhale .

- Monitor the progress of all students to aid identification of those with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential. The SEND Code of Practice (2015) describes a 'graduated response' to identifying and removing barriers to learning to put effective special education provision in place. (See below)



The types of interventions which follow this graduated response are:

Universal – All pupils will benefit from:

- High quality learning through the provision of high-quality teaching; both formal and informal.
- Formal learning and teaching that is differentiated to need and enables most pupils to make good or better progress.
- On-going and timely assessments which inform any further provision needed.

Targeted Support – Some pupils may benefit from:

- Small-group intervention for pupils who may be expected to 'catch up' with their peers because of the intervention.

- Interventions where progress is monitored by the SENDCo, Class teacher and the Adult leading the intervention through the Accountability Process. If a pupil has not made the required progress, then the appropriate referral will be made to outside professional support (see below).

Specialist Support – A few pupils may benefit:

- Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.

Outside agencies who help us achieve inclusive practice and meet specific needs

In achieving provision which will meet the wide range of pupils' differing needs at Oasis Academy Blakenhale, we are supported by several specialised health or educational bodies.

Those agencies most involved in supporting pupils are:

- Health
- Speech and Language Therapist
- The Occupational Health Therapy Service for Pupils (OTs)
- The Child Development Clinic (CDC)
- The School Nursing Service
- The Educational Psychology Service (EPS)
- Beacon Behaviour Support
- Communication and Autism Service (CAT)
- Services for the Hearing or Visually Impaired
- Pupil and School Support (Language, Learning and strategic support)
- Sensory and Physical support (SPS)

Before making a referral

- Before making a referral to a specialised service the school consults with parents or carers. An exception to this practice occurs when the school has information which indicates that a pupil may be at risk of harm. In such circumstance we undertake our statutory duty by making a referral to the Children and Young People's Services.
- The school then takes instruction from that team on how to proceed – whether to make a Child Protection referral and whether to inform parents/carers of that referral.

Exceptional Needs Funding to Support Inclusion

- In a very small number of cases, where a pupil presents with needs that are exceptional in nature and requires a significantly higher level of support than is ordinarily available through SEN Support, the school may initiate the process of requesting an Education, Health and Care Needs Assessment. This step is taken only when the pupil's needs cannot be met through the resources normally available within the school, and when evidence demonstrates that a much higher level of provision is required for the pupil to make expected progress.
- Subject to Annual Review, the funding is awarded to the school on behalf of the pupil to meet the costs of the necessary additional provision for the pupil. Parents/carers and the pupil (as appropriate) are invited to the Annual Review meetings to discuss their pupil's progress and the support which they receive. The SENDCo and class teacher attend this meeting, and we invite all professionals involved in supporting the pupil.
- The SENDCo takes the lead in securing, reviewing and managing provision for pupils who have exceptional needs.

Overcome coming all barriers to learning.

Oasis Academy Blakenhale will make appropriate provision to ensure students with SEND and other individual needs, have full access to the curriculum. This will be co-ordinated by the SENDCo and will be carefully monitored and regularly reviewed to ensure that individual targets are being met and all students' needs are catered for. Interventions for each child are reviewed regularly to assess their impact, the children's progress and the views of the child, their teacher and parents.

There is close cooperation between all the agencies concerned and a multi-disciplinary approach to the resolution of issues. Special educational professionals and parents work in partnership.

Work with parents to gain a better understanding of their child and involve them in all stages of their child's education.

Special Education professionals should consider individual parents in respect of their child's particular needs.

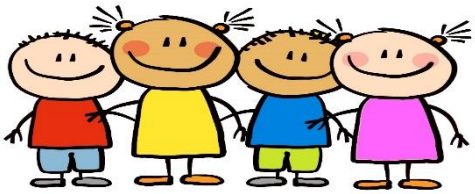
Work with and in support of outside agencies when the students' needs cannot be met by the school alone.

The wishes and feelings of the child concerned are considered alongside their age and understanding.

Enabling environment. Create an environment in the school where students feel safe to voice their opinions of their own needs. This means providing regular opportunities for the student to express themselves through conversations, observations and carefully monitoring of their progress.

Student participation is a right and their views will be reflected in any decisions made.

Local Authorities make assessments in accordance with the prescribed time limits. Where a Local Authority determines a child's special educational needs, Education Health Care Plans are clear and detailed, made within the prescribed time limits, specifies monitoring arrangements and is reviewed annually.



Admissions

Pupils with special educational needs will be admitted to Oasis Academy Blakenhale in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEND and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs.

If the school is alerted to concerns that a child may have a learning difficulty or disability, staff will use their best endeavours to gather all relevant information, including observations, assessments, and input from parents and professionals. Using this information, the school will plan and implement an appropriately differentiated and personalised curriculum to meet the pupil's emerging needs and support their progress.

Identification, Assessment, Reviews

As a school we identify, assess and track pupil's progress through the following:

Early Identification

On entry

Before starting at Oasis Academy Blakenhale we do a home visit and check with the previous setting/school so that we can identify individual needs and provide relevant provision for the child when joining our school.

Teacher Referral

If a teacher has a concern about a child, they complete a cause for concern sheet and this identifies what the class teacher is putting in place to support the child and what barriers, they have. Children will also be identified during teaching sessions, when they are not making sufficient progress, even with interventions in place.

Access for Disabled Pupils, Parents/Carers

At Oasis Academy Blakenhale we provide an inclusive learning environment as we strive to ensure access for pupils or parents/Carers with disabilities in school.

The reception area is accessible to wheelchair users, and we have a family room at the front of the school and a disabled toilet.

Oasis Academy Blakenhale aims to work closely with disabled pupils, their families and any relevant outside agencies to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

Resources

The governors will ensure that the needs of pupils are met by employing a SENDCo.

The principal of the school and SENDCo will use the child's the Educational and Health care plan to identify the areas of pupil need and make appropriate provision.

Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

Curriculum and assessment monitoring

The curriculum co-ordinators and the assessment co-ordinator will monitor the attainment and progress of pupils with special educational needs as part of their role. They will ensure that the SENDCo is kept fully informed and if they have a concern, they will action relevant intervention or support.

If a parent has a concern, we encourage them to discuss this straight away with the teacher and additional support will be put in place as needed.

If a child is not making adequate progress in line with children's starting points, age related expectations and tracking systems, the school will identify the need and put relevant support in place. This may include an individual target plan. The child's needs will be identified using the SEND audit continuum and a target plan will be generated.

Reviews

One-page profiles and targets will be reviewed regularly at parent's evenings, SEND reviews or a multi-agency meeting, dependent on need.

Curriculum

Pupils will have full access to and make progress across the curriculum. This will be achieved through adaption and additional support, in areas of need.

Access to the full life of the school

All pupils whether they have a special educational need or not will be involved in the full life of the school.

Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues, then the SENDCo, the class teacher will seek to find an amicable solution.

If a concern cannot be satisfactorily resolved at the initial stage, it should be referred to the Deputy Principal, and subsequently to the principal. If the issue remains unresolved, parents or carers may submit their concerns in writing to the SEND Governor, who will consider the matter in line with the governing body's responsibilities for overseeing SEND provision.

How may parents access this policy?

Parents may request this policy from the website and or ask for a printed version.

The local authority local offer

Our local authority's local offer is published here:
https://www.localofferbirmingham.co.uk/

Linked policies

This Policy should be read in conjunction with the following policies:

- SEND Information report
- Curriculum Policy
- Equality and Diversity Policy
- Safeguarding Policy
- Accessibility Plans
- Complaints Procedure
- Communicating with Parents Policy.