



The Oasis Way
Oasis Academy Clarksfield
SEND Handbook

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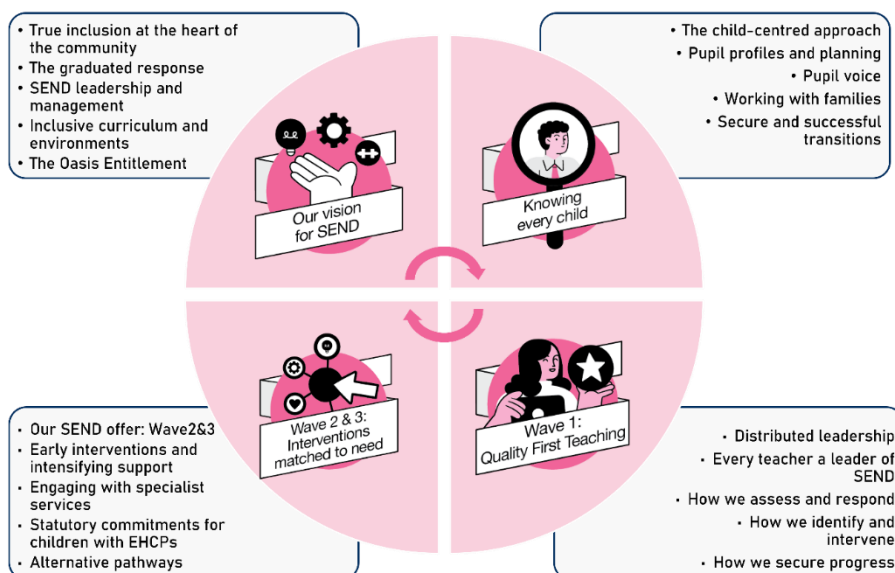
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The Oasis Way SEND Handbook Intent

At Oasis, we believe in true inclusion at the heart of the community, driven through our ethos values of inclusion, equality, healthy relationships, hope and perseverance.

Through The Oasis Way for Inclusive Practice, we are continually refining our systems to support holistic inclusion for all pupils, encompassing Behaviour and Pastoral Care, Special Educational Needs and Personal Development to ensure that every child experiences genuine and transformational inclusion.

At Oasis Academy Clarksfield, we carefully plan our approach to inclusion, including our approach to Special Educational Needs and Disabilities, to ensure that the needs of all community members are met, and our children go on to fulfil their full potential. This SEND handbook provides an overview for staff of our approach to Special Educational Needs and Disabilities, encompassing our four SEND levers:



You can find out more about our SEND approach in our policy - [click here](#).

This SEND handbook is designed to meet the needs of staff who want to understand how The Oasis Way SEND policy is localised at our academy, and how to secure inclusion for every child that they support.

Lever 1: Our vision for SEND

1. True inclusion at the heart of the community at Oasis Academy Clarksfield

At Oasis Academy Clarksfield, we recognise that – nationally – children with SEND have lower outcomes and are more likely to be excluded than their peers. In order to secure true inclusion at the heart of the community, our academy takes a different approach:

- We are **child-centred**, taking the time to know every child as an individual, rather than focusing on behaviours and diagnostics, and giving them a central voice in decisions about their support.

- We are **strengths-based**, celebrating difference as an asset and seeking to identify and amplify the existing strengths, assets and capabilities of children with SEND as a springboard to promote increased connection, belonging, and progress.
- We take a **holistic**, whole-child approach, targeting personal, social and emotional growth alongside academic progress.
- We **work in partnership**, working with families and wider community members to create a Team around the Child to facilitate genuine co-production about each child's provision.

These principles guide us to create an academy vision that will secure true inclusion for children with SEND at the heart of our community:

At Clarksfield, we aspire to create a nurturing and inclusive learning environment where every child, regardless of their abilities or challenges, feels valued, supported, and empowered to succeed. Our vision for Special Educational Needs and Disabilities (SEND) is deeply rooted in principles of relational, restorative, and trauma-responsive education.

We believe in celebrating the unique strengths and meeting the individual needs of every child and family. Through ongoing development, we are dedicated to crafting an inclusive curriculum and therapeutic environment that not only benefits learners with SEND but enriches the educational experience for all. By fostering a culture of empathy, understanding, and collaboration, we aim to form positive and impactful relationships with all individuals, including those with complex communication, interaction, and social-emotional needs.

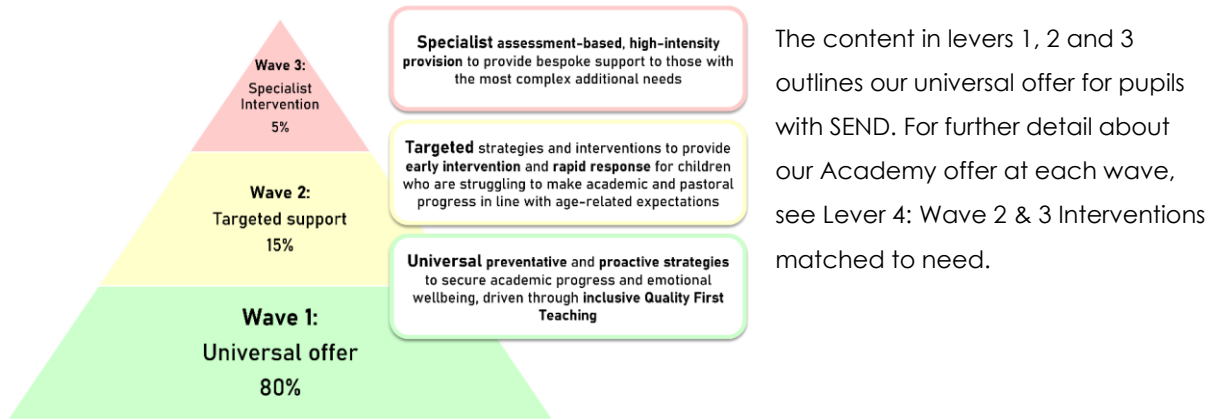
Our commitment extends to creating the right environment and providing effective adaptations and scaffolds for all learners to thrive. We reduce the need for drastic adjustments to the curriculum by proactively addressing the diverse needs of our students. It is our belief that every learner, including those with SEND, deserves a localised approach to access knowledge and cultural capital, ensuring that our practices and resources are accessible to all.

At Clarksfield our vision for SEND goes beyond meeting statutory requirements; it's about building a community where every child feels seen, supported, and inspired to reach their full potential. Through our unwavering commitment to inclusivity, research-based practices, and compassionate support, we strive to create a future where every learner can thrive and succeed.

2. The graduated response at Oasis Academy Clarksfield

We use the graduated response approach to ensure that we offer a staged intervention plan that provides a coordinated approach to supporting pupil needs at every level.

The graduated response has 3 layers of support:



3. SEND leadership and management at Oasis Academy Clarksfield

We recognise that, to achieve a truly inclusive culture, SEND leadership and management needs to reach far beyond the work of the SENDCo alone. Instead, there must be a whole-academy approach to SEND, in which every member of staff recognises their role as a leader of SEND in the academy. To create this culture, we focus on four key areas of leadership and management:

Working with the academy leadership team	<ul style="list-style-type: none"> • Have an appointed Assistant Principal: Inclusion who sits on the Academy Leadership Team and reports an inclusion briefing every Monday • Assistant Principal for Inclusion shares responsibility for Teacher Performance Management cycles • SENDCo participates in Teacher Performance Management Cycles ensuring an inclusion lens • SEND has it's own strand on the LOP which ensures inclusive prioritise are held to account • Assistant Principal: Inclusion attends weekly ALT meetings
Working with middle leaders	<ul style="list-style-type: none"> • Middle leaders attend all SEND CPD termly • Middle leaders have a document that has been adapted from the OCL Inclusive Checklist document and has been built on trauma informed practice to ensure that all learning walks and book looks have an inclusive lens • Middle leaders have had bespoke CPD on how adapt their curriculum subject to meet a range of learners needs
Working with teachers	<ul style="list-style-type: none"> • All teachers have bespoke SEND CPD termly to share priorities and develop inclusion across school.

	<ul style="list-style-type: none"> • Teachers have formally planned regular drop in's provided by the SEND team with a shared granular focus which are recorded on StepLab. • In depth formal feedback on SEND processes is shared termly with teachers on an individual basis and bespoke, targeted CPD is designed for specific member of staff post this • Drop In's to see a member of the SEND team to share concerns are formally planned half termly (though informal drop in's are regularly invited) • The SEND team organise termly drop in's support for teachers from QEST (Quality and Effectiveness Support Team) • Person Centred Reviews and where appropriate Annual Reviews are held in co-production with teachers and paperwork is sent out in advance to ensure accuracy of information • SEND team responds to concerns and referrals by observing pupils in the classroom and sharing relevant strategies with relevant teachers as part of our Wave 2a response.
Leading the SEND team	<p>Inclusion Team</p> <ul style="list-style-type: none"> • We hold fortnightly Inclusion Panel meetings with the Inclusion team and DSL to ensure that all children's needs are supported, and priorities are actioned • We ensure that in fortnightly Phase Meetings Inclusion is an area of discussion, this way all children are referred to the Inclusion Panel biweekly so that no child falls through the net • Each member of the SEND team has a 1:1 meeting with the Assistant Principal of Inclusion (the regularity of this depending on need) to support professional development and cohesion within the team <p>Wider Team</p> <ul style="list-style-type: none"> • We ensure effective deployment of learning support assistants matched to Section F • We prioritise Learning Support Assistants CPD based on their strengths and interests to foster the development. • We deliver high quality bespoke CPD fortnightly to improve the effectiveness of classroom support and interventions. • LSAs have fortnightly drop ins recorded on step lab to embed the CPD delivered and ensure impact • We have implemented interventions to strengthen the academy offer within the graduated response • We endeavour to provide development to our team, which aligns with their interests. <p>In 2024 – 2025 this included:</p> <ul style="list-style-type: none"> ○ <i>Objects of Reference</i> ○ <i>SEND – timetabling the Section F and</i> ○ <i>How to Record Interventions</i> ○ <i>OCL Masterclass SEND Our Vision</i> ○ <i>SEND In a Nutshell (Oldham Council)</i> ○ <i>Co-Production Training (Oldham Council)</i> ○ <i>Autism and Wellbeing Training</i>

	<ul style="list-style-type: none"> ○ OCL Masterclass SEND Our Vision ○ Oasis Lead On Leadership Programme ○ QEST Drop Ins ○ Autism and Wellbeing Training ○ OCL Masterclass Understanding and supporting Autistic Children and Young Children ○ Think Brick Training ○ OCL Masterclass Understanding and responding to Literacy Difficulties and Dyslexia ○ OCL Masterclass Responding to Communication Needs ○ OCL Masterclass Understanding and responding to ADHD ○ SALT Training OCL ○ SEND strategy meeting ○ Intensive Interaction ○ IDOX Training ○ SALT Drop Ins with private speech and language therapist ○ Recording Interventions on Insight ○ British Picture Vocabulary Scale ○ Think Bricks ○ Specialist Visuals training by our private SALT team ○ Guided Reading ○ Precision Teaching ○ 1st Class @ Number ○ Language Link ○ Phonics
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4. Inclusive curriculum and environments at Oasis Academy Clarksfield

As an Oasis academy, we deliver the Oasis curriculum to all children. All staff have the responsibility to ensure that this curriculum is delivered with appropriate adaptations to meet the needs of pupils with SEND.

- See Lever 3: Wave 1 Inclusive High-Quality Teaching, for more information on how we support teachers with adaptive planning and responsive teaching.
- For children who require alternative curriculum pathways, please see section 20. Alternative Pathways in Lever 4: Wave 2 & 3 Interventions matched to need.

As well as the curriculum, we must also consider how inclusively our environment has been designed to remove barriers to learning for pupils with SEND. We make the following considerations when it comes to the environment, we want to ensure we have therapeutic classrooms:

Aspect	Considerations
Lighting	<p>Pupils with sensory challenges are often sensitive to lighting. Fluorescent lights are known to increase the likelihood of headaches, anxiety, inattention, and off-task behaviour amongst some children. Baring this in mind school utilises as much natural lighting as possible. In rooms which are darker we aim to create soft and warm tones that closely resemble sunlight, using lamps or the split switches we have installed in most classrooms. We ensure that teachers' faces are well lit, not backlit, to help pupils to see their facial expressions and lip movements, which is especially important for children with hearing impairments.</p> <p>Our lighting aims to reduce sensory overload for neurodiverse pupils. The classrooms all have a split switch so that we can reduce the brightness in classrooms, by partly turning off lights in one area of the classroom, to ensure calmer environments with less artificial light.</p> <p>Any recommendations from any OT or Sensory assessments are implemented and shared with teachers. Their recommendations are also added to their documentation to ensure that through transitions key information is lost. We also ensure that classrooms are kept with the same layout to ensure that children with visual impairments can reliably navigate environments</p>

Sound	Children with SEND may also struggle with auditory processing difficulties, meaning they can either become overwhelmed with auditory input, or struggle to process what they hear. In the context of learning, the presence of background noise can limit children's ability to focus on completing tasks or listen to verbal instruction. We recognise remember that pupils may be sensitive to noises that other children may be able to filter out, such as sounds from the radiator or the sound of a fan. Improvements have been made around school as well as in the classroom to improve acoustic conditions, such as lowering ceiling heights. Small adjustments have also been made, with hessian displays, carpets (to reduce the noise of chair legs on hard floor), cushions, and other soft furnishing to help control echo and reverberation. Teachers are clear of students who are sensitive to sound and require ear defenders and children are supported to choose a sensory aid that works for them (ear plugs or defenders) to ensure they are central to designing their provision. We amend start and finish times for children who cannot cope with the sensory load of coming in through the main gate at the same time as the rest of the school. Children are dropped or collected from the office to avoid this over stimulated time, whilst still ensuring they have access to the full curriculum offer.
Sensory supports	Sensory supports made available for children who need them as part of our Universal Offer. Each classroom as a box of various tactile toys which are given to children when needed. Ear defenders, wobble cushions, chair bands are also part of our targeted offer which are available for all children who need them. We use sensory checklists provided by our Educational Psychologist when required to help pinpoint area of support needed.
Regulation supports	To support our learners who benefit from an increased sensory diet in regulating their nervous system. we have regulation stations within our reading corners in all classroom and tactile toys within each classroom as part of our Universal Offer. As part of our targeted offer, we have built Sensory Circuits into the day for those children who need additional opportunities to regulate. As part of our specialist offer, we design individual timetables with 'regulation breaks' built into each lesson to ensure that children will be more successful in regulating their nervous system to attend to learning opportunities. Sensory checklists are used when required to help pinpoint area of support all.
Room layout and organisation	<p>Room layouts are considered to reduce clutter, ensure an orderly environment and ease of movement around the room for all pupils. Independence is promoted by having all equipment in trays labelled and easily accessible for all pupils and in line with a visual representation matched to the language in Communication in Print Classroom environments are not changed throughout the year to support children's confidence in navigating their surroundings.</p> <p>Children with SEND can find social environments unpredictable and incomprehensible, potentially causing them to withdraw from situations. Physical boundaries are necessary to reduce auditory and visual distractions, increasing a child's concentration and creating a more positive learning experience, we achieve this by sectioning off areas of the classroom, so it is not a large busy space, in doing so pupils to feel a sense of security.</p>
Clear expectations	<p>As part of our Teaching and Learning Handbook we have an inclusive learning environment policy which actively supports reducing the cognitive and sensory load within our learning environments that not only benefits learners with SEND but enriches the educational experience for all. This is used consistently by all staff and displayed clearly in an accessible format.</p> <p>Expectations:</p> <ul style="list-style-type: none"> • Absolutely no clutter and classrooms to look tidy at all times • Nothing stuck on glass panels next to classroom door for safeguarding purposes • Writing to be in a dyslexia friendly font if children are expected to read and Twinkl handwriting font if children will be imitating. • Displays to be minimalistic and reduce cognitive overload. • Promoting independence by having all equipment in trays labelled and easily accessible for all pupils and in line with the 'Communication Friendly Environment' research • Visual timetables displayed and updated daily at the front of the classroom • Classrooms must ooze learning and be vocabulary rich – vocabulary should be displayed everywhere in your classrooms.
Displays and working walls	A large body of research suggests that too much colour provides sensory overload and unsettles children which can lead to behaviour responses. In a response to the research all displays are carefully considered to support pupil access to learning and reduce sensory and cognitive load. It is expectation that Learning Journey's are updated regularly with key vocabulary, themes, visuals, children's work and photographs. The words ' now ' and ' past ' are be used to show current and past learning and develop chronology. This is used to 'flash back' to previous learning which responds to Ebbinghaus's forgetting curve theory supporting children to build schemas and commit learning to their long term memory.

	OAC's our shared teaching pedagogies outline that all displays use neutral backing paper and black border to reduce sensory load. They are minimalistic to reduce cognitive overload. To be inclusive for all, all text uses a Dyslexia Friendly Font if children are expected to read it (printed and shared resources and lesson slides) and Twinkl cursive handwriting font if children are to imitate text. Visual timetables are displayed and updated daily at the front of the classroom.
Building belonging	<p>To drive inclusivity, we ensure that all children are being taught to be respectful and tolerant, and to have love for others regardless of their protected characteristics. Our 9 Habits and ethos are excellent vehicles in promoting equality and are actively taught to all children. They permeate everything we do as staff to model high expectations of inclusivity for all. We ensure that there are robust anti-bullying strategies in place and regular opportunities to hear and value pupil voice to further foster a positive school community and create belonging which has been proven to improve outcomes. To ensure that our policies, teaching practices and our curriculum are reflective and inclusive of the community we serve we review them annually and provide staff training to reflect pupils' needs and voice.</p> <p>We also ensure that we have WOW work displayed in the classrooms, on learning journeys and in our year group hallway displays so that our children see themselves everywhere they go. We have class charters in each room that has been created by the children and displayed within their classrooms.</p>

We quality assure the inclusivity of our curriculum and environments using The Oasis Way Inclusive Curriculum and Environments checklist

5. The Oasis Entitlement at Oasis Academy Clarksfield

All our pupils enjoy the Oasis Entitlement, a holistic offer and guaranteed set of opportunities during their time at the academy. This is part of our strategy across the trust, to ensure that every child has the chance to experience a wealth of exciting, inspirational and potentially life-changing opportunities. We ensure that children with SEND have full access to the Oasis Entitlement and carefully monitor the participation of pupils with SEND to ensure that full equity of offer is available to all pupils. We particularly monitor participation in these four aspects:

Aspect	Considerations
Mental health support, including through specific pathways	<p>Pupils with SEND may have higher incidences of mental health needs, particularly those with SEMH or neurodiversity, and may struggle to seek help due to communication needs. We provide the following pathways to mental health support for pupils with SEND.</p> <p>In addition to our Social, Emotional and Mental Health Offer and pathway we have a specialist LSA who delivers bespoke interventions once targeted children have been identified through fortnightly Inclusion panels and phase meetings. They also provide information and advice to support and enable pupils to make choices about their own learning and behaviour and regularly meet with parents and carers to build belonging and strengthen relationships. Pupils are identified through inclusion panels and are then supported through our menu of universal and targeted classroom strategies, diagnostic tools, interventions and therapies dependent on need. See below our school's offer targeted to Social, Emotional and Mental Health support:</p>

Adaptive High Quality First Teaching Wave 1	Target Intervention (Wave 2. Small groups, extra teaching etc.)	Specialised Provision (Additional to and different from peers) Wave 3
Classroom Strategies		
<ul style="list-style-type: none"> Whole school relational ethos - positive redirection of behaviour, regulation support, repair and reflection Reward charts –whole class social goals Interactive behaviour displays (Traffic light system) Emotions poster/display Adapted time to complete tasks Seating position Repair and reflection time Parental meetings Family learning- through Hub Transition sessions Bespoke Staff CPD offer from Mental Health Lead 	<ul style="list-style-type: none"> Mental Health First Aid- quick support and check in Communication Book Individual visual timetable (now/next board) Fidget toys Chewelry toys Sensory area Calm area Communication cards Social stories Individual reward chart One Page Profile Children to create list of distractions Brainstem calming opportunities 	<ul style="list-style-type: none"> Whole school strategic wellbeing meetings targeting specific children, staff and parents (termly and responsive to need) SALT programme Safety Plan
Intervention		
<ul style="list-style-type: none"> PSHE and circle time P4C as a vehicle in a range of lessons School fairs (winter, spring and summer) Calm zones in the classroom for regulation Alternative seating arrangements – private spaces, white noise, screens Praise and encouragement Foster interest Non-verbal confidential cues Mental health awareness day Wellbeing champions Help Boxes Building resilience Sense of belonging Fair consistent approach 	<ul style="list-style-type: none"> SEMh Positive Outcomes Toolkit Strengths and Difficulties Questionnaire Boxall Strengths and Difficulties Questionnaire PASS Assessment Oasis Co-regulation Support Plan Oasis Emotional Behavioural SEMh Scale ESLA intervention Breakfast Club Lunchtime club Starving the Angry Monster intervention Starving the Anxiety Monster intervention ESLA intervention Zones of Regulation Language for Thinking intervention Language for Behaviour intervention Oasis Every Child Can Toolkit 	<ul style="list-style-type: none"> Mental Health Matrix Healthy Young Minds Counselling Service CAHMs referral/ intervention Oasis Internal Wellbeing Team Advisory teaching team (QEST) Educational Psychology Team Mental Health and Well-being Team Inclusion Pannel meetings targeting specific children, staff and Early Help Oasis Internal Wellbeing Team
Therapy		
	<ul style="list-style-type: none"> TOG MIND self-referral Lego Therapy intervention Think Bricks POINT for parents Drawing and Talking 	<ul style="list-style-type: none"> Early Help <ul style="list-style-type: none"> Parent support advisors Social Services School Health Advisor Community Paediatrician MIND VI service HI service Occupational Therapy Physiotherapy JIGSAW Team CAMHS resource packs

<p>Pupil leadership and pupil voice activities</p>	<p>We remove barriers to leadership roles for pupils with SEND by ensuring their voices are heard termly in the form of a SEND pupil voice survey. We gather a cross-section of our K code and E code children and have a range of pupil conferencing tools to ensure they are accessible for all. There pupil voice surveys inform us as the SEND team of their next steps to action.</p> <p>Our pupil leadership consists of the following roles:</p> <ul style="list-style-type: none"> Habit Heroes School Councillors Wellbeing Champions Subject Ambassadors
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	<p>Our Habit Heroes lead our awards ceremony and provide certificates each week for children they have noticed. Pupils can also hold a wellbeing role within the school work closely with the Principal regularly. We remove barriers to all of our leadership roles for pupils with SEND by encouraging all pupils to put their name forward for any role they may be interested in. Where they are roles appointed by teachers we ensure that our selection is representative of our children. Pupils with SEND are also supported with any leadership applications by a member of staff, such as School Councillors,</p>
<p>School productions, sports teams, music lessons and after-school clubs</p>	<p>At OAC all children have access to the full curriculum and wider curriculum offer and are not excluded from any opportunity. We do not need to carefully track and monitor the engagement of pupils with SEND in school productions, sports teams, music lessons and after-school clubs because all children participate fully in enrichment activities. Our after school club offer is broad and rich to accommodate the interests of all. Our music lessons are part of our universal offer that ALL children access and each year we celebrate their successes by performing in front of their loved ones.</p>
<p>Residential trips, educational visits and careers opportunities</p>	<p>Pupils with SEND often experience barriers to accessing residential trips, visits and careers weeks. We ensure that every child within our academy can embrace the entire curriculum including, Residential trips, educational visits, and careers opportunities to the same level of their peers. We carefully plan to remove barriers. We follow the Primary Gatsby Benchmarks which have been designed by Manchester Virtual School. At OAC all children have access to the full curriculum and wider curriculum offer and are not excluded from any opportunity</p>

Level 2: Knowing every child

6. The child-centred approach at Oasis Academy Clarksfield

We recognise the importance of knowing every child as an individual in order to appropriately celebrate and amplify their strengths and respond to their specific areas of need to secure progress for every pupil with SEND. For this reason, we take a child-centred approach to Special Educational Needs and Disabilities, in line with recommended guidance in the SEN Code of Practice (2015).

We do this by ensuring that genuine co-production is built into our systems and practices, with pupils, families and staff. See more details about how we do this in the table below:

Aspect	Pupils	Families	Staff
Co-design of provision	All pupils attend their Person-Centred Review meeting termly to voice what has been working well, what they feel their strengths are and where they feel they require more support. Where appropriate, children share what IQHT strategies or provision they feel support them best.	Families are invited to Person Centred Reviews and Annual Reviews as a key stakeholder to support in creating a holistic picture of the child. This also ensures we are able to capture where they feel the strengths and needs of their child lie and that we have a shared approach and understanding when designing the provision.	All key members of staff who work with the pupil are invited to their Person-Centred Review to contribute to effective assessment and planning of provision by sharing pupil performance. Provision maps are also utilised throughout the term on an ongoing basis to develop our assessment process to unpicking need.
Co-decision making about provision	When a child is unable to have this conversation, we complete an 'easy for me, difficult for me' visual organising conferencing tool. If a child is non-speaking yet and cannot communicate this, we ensure we prioritise the voice of the child by close observation.	Parents share aspirations for their children and suggestions on strategies and provision that may benefit the child which we prioritise.	A genuine collaborative approach is prioritised and lead by the SEND team to ensure that all key stakeholders have input in the design and are in agreement of SMART short term targets that will build towards long term outcomes for each child.
Co-delivery of provision			We ensure that all members of staff have ongoing CPD sessions based on the provision that will be provided for pupils. This ensures the effective delivery of the provision to secure outcomes for our pupils with SEND

Co-evaluation of provision		During parents evening, PCR meetings and annual reviews we look at the effectiveness of the existing provision and set actions to tailor the provision further if needed to secure positive outcomes for our pupils with SEND	Insight is monitored weekly by a member of the SEND team to ensure that provision is being delivered effectively, monitor learning outcomes and attendance. We have regular Insight catch up's with the wider SEND team to share strengths and areas of development, meeting on an individual basis is a specific member of staff requires more support. LSAs have a CPD slot every 6 weeks to sit with members of the SEND team to evaluate the success of the provision in place.
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7. Pupil profiles and planning at Oasis Academy Clarksfield

We have a number of tools to support the development of pupil profiles and planning for pupils with SEND. Some of our tools meet the need of capturing pupil voice directly, some of capturing adaptations to the learning and environment, and some of planning and reviewing provision. It is important that all staff understand the purpose of these tools and how they are used to support child-centred practice. You can find details of our tools and how they are used in the table below:

Tool	Purpose	How they are used by staff
All About Me	<p>A key 1 page document that captures and shares child's voice, key strategies that support learners in lessons, summarises their needs.</p> <p>All About Me's are tools which are used to get to know specific children better. They are precise and provide clear information on what is important to the child and how they can be supported most effectively.</p> <p>This tool has a strengths-based approach which focuses on the child's interesting and strengths rather than what they struggle with.</p>	<ul style="list-style-type: none"> • Inform in a snapshot of the key information regarding the child • Easily accessed and utilised by covering staff • Ensures an opportunity for pupil voice to be shared so staff can understand the child more holistically • All members of staff can access within the academy • Class teachers, and other trusted adults, work with the child at the beginning of each academic year to create their individualised profile. These are then reviewed and updated at regular points throughout the year.

<p>Person Centred Planning Meeting</p>	<p>To formally capture student and parent/carer's voice in designing the provision for the child termly. To evaluate provision and strengthen approaches, review SMART targets that build towards long term outcomes.</p>	<ul style="list-style-type: none"> • An opportunity to assess, plan, do and review in collaboration with all key stakeholders • Review progress towards long term outcomes • Review short term targets to make sure outcomes are being built towards
<p>BOATs Continuums</p>	<p>To pinpoint individual starting points, actively plan learning to close gaps, assess small steps of progress within the curriculum and appropriately adapt learning for all children working significantly below Age Related Expectations.</p>	<ul style="list-style-type: none"> • To provide a clear and concise target to support the closing of the gaps • To provide an accurate and consistent strengths-based assessment for children working significantly below ARE • Adapted teaching visible linked to whole class input- skills deficits are tracked back and secured • To support implementing targeted interventions that address specific skills deficits and are monitored to impact progress • Supporting a consistent approach to creating individual teaching plans
<p>Provision Maps</p>	<p>To provide a chronology of events including: the graduated response to unpicking need, referral to the SEND team, strategies and supports including interventions within school, referral to specialist agencies, input and advice from specialist agencies and an evaluation at each point</p>	<ul style="list-style-type: none"> • To assess, plan, do and review current strategies in place • To audit how well provision matches need and recognise any gaps in learning/provision • Ensure progression is being monitored in interventions • Inform all stakeholders how the provision meets need
<p>SEND Broad Offer of Need</p>	<p>To be used by teaching staff as a supportive menu/tool of the provision we can offer at Oasis Clarksfield at Wave 1, 2 and 3 split into classroom strategies, therapies and interventions to be used as part of our graduated response to unpicking and meeting need.</p>	<ul style="list-style-type: none"> • Teachers can use the SEND Broad Offer of Need to support in their strategies within the classroom • To ensure they know the next steps in terms of amending their provision as part of the graduated

Use of Insight to support pupil profiles and planning

As an Oasis primary academy, we use Insight to support our planning for pupils with SEND, with two key tools:

Child-centred Pupil All about Me's:

All pupils with SEND at our academy have a pupil passport held on Insight. Our pupil passports provide a one-page profile summarising SEND needs to support teachers and other academy staff to get to know the pupil quickly and understand how best to support them in their learning and wider development. Our pupil passports are made in consultation with the child and family, given them a voice in their learning and support. They provide staff with an overview of the Wave 1 Quality First Teaching strategies that teachers should apply to support learning in the classroom, as well as a summary of the Wave 2 & 3 interventions.

All staff are expected to engage with pupil passports to secure progress for pupils with SEND:

Where to find them	Our pupil passports are called 'All About Me's'. They are currently saved into every child's pupil folder on teams and are saved in their notes section on Insight.
How to use them	All About Me's are designed to be used at point of planning to ensure the top 3 Wave 1 Inclusive High Quality First Teaching strategies are applied to support learning in the classroom. They are expected to be accessed by all staff to communicate a snapshot of their needs and ensure an approach that is child lead and strengths based. All About Me's are also shared externally during a referral process and shared with professional bodies during meetings if consent is shared.
How we review impact	The impact of 'All about Me's' are reviewed through learning walks by the SEND team to identify whether strategies are being implemented effectively and are removing barriers to learning within the classroom. They are also reviewed through formal discussions with teachers, for example if a strategy listed is not working for a pupil and this is required to be edited to be accurate.
How often they are updated	The All About Me document can be continuously updated, as they are responsive to need, but should be updated at a minimum of 3 times a year (each term).

Individual Learning Plans:

We use Individual Learning Plans (ILPs) to track the progress of individual pupils who are on the SEND register. Our ILPs use the graduated approach (Assess, Plan, Do, Review) to ensure that the provision of pupils with SEND is appropriately matched to their strengths and needs, and that these are reviewed regularly to secure progress. Insight allows us to prepopulate our ILPs with the most up to date assessment data to ensure we can monitor the impact of our provision on pupil outcomes.

All staff are expected to engage with ILPs to secure progress for pupils with SEND:

Where to find them	All children with EHCs have an in-depth Individual Learning Plan saved into their 'Notes' section on Insight and all children with K Codes have a learning plan written in to the document under their 'Learning Plan' section.
How to use them	Individual Learning Plans (ILPs) are used to identify long term outcomes and the short-term targets set to ensure that children are actively being taught to meet those outcomes. Progress towards those outcomes is reviewed termly along with the actions identified from the meeting.
How we review impact	During termly Person-Centred Review meetings targets are reviewed in co-production with the child, family and teachers. Progress within provisions is reviewed for and their effectiveness of interventions are monitored. Progress in lessons is shared by class teachers and the wave 2 and 3 strategies in place are also reviewed so that the child has a say in designing their provision.
How often they are updated	They are reviewed termly in consultation with child and family's voice and updated post an annual review for a child with an EHC to ensure that all information shared with teachers is the most up to date.

8. Pupil voice at Oasis Academy Clarksfield

We recognise the importance of pupil voice throughout SEND processes, including identification, assessment, action planning and review. We do not assume the views of children about their experiences, strengths, needs and provision. Instead, we use a range of tools to work with pupils with SEND to listen to their voices and reflect their views in the provisions that we make.

We use the following tools to gather the voices of pupils with SEND:

Tool	How we use it
All About Me	We use the All About Me documents to ensure that the child's voice is captured, this is used to provide a snapshot about them. It encompasses their strengths; areas they require more support and strategies to support them.
Termly Pupil Surveys	We deliver termly pupil surveys for a cross-section of our SEND children adapted into a form or visual survey to ensure that our results are representative of our community and that all children can access the tool to share their experiences. This then informs the SEND team of how well children feel supported, helps identify lessons children love, whether there are any hot spots that make children feel uncomfortable. We then actively work towards resolving any concerns.
Easy for Me, Difficult for Me pupil conferencing tool	If a child is non-speaking yet or cannot communicate their strengths and needs verbally, we ensure we prioritise the voice of the child by close observation visual organising conferencing tool.
Three Houses	House of Worries, House of Good Things, House of Dreams enables that the child can then share their aspirations, where they feel like is for them to help design their provisions based on how they feel.

Person Centred Review Meetings	At least termly Person-Centred Reviews/Team Around the Child meetings are held (Annual reviews where appropriate) in which during this time families' voices prioritised to co-design the provision for their children.
Student Leadership	We give our Student Council a platform to stand on and share the voices and opinions of all peers on all aspects of school life. Our Student Council is made up of elected representatives from the student body. They work as a team for the benefit of our academy and the community. Each student gets the opportunity to nominate themselves to become a Council member. Any students standing for election give an letter of application to their Class. All children who require support are given this by a member of the wider SEND team to ensure that barriers are actively removed to make this accessible to all

9. Working with families at Oasis Academy Clarksfield

We take a solutions-focused approach to working with families, ensuring that we centre their voices alongside the voices of their children in the design, implementation and review of provision.

There are 10 core principles of the solutions-focused approach:

1. The **client, child or family are the expert**- professionals are there to facilitate not direct exploration of hopes, goals and solutions
2. **If something works, do more of it**- focus the most attention on what currently or historically has worked to promote positive change or hope
3. If something is not working, **do something different**
4. A **small change can initiate a solution**- large and complex problems sometimes only require small and simple solutions, or these simple changes are what is available to us
5. **People have the necessary resources** to make change possible
6. **Language is powerful and should be reframed** to focus on solutions rather than problems (*if that wasn't happening, what would be happening instead?*)
7. **Co-operation enhances change**, all involved need to sign up and believe the goal is achievable and worthwhile and be directed towards a central shared goal
8. **The problem is the problem, not the person**
9. No problem happens all of the time, **there are always exceptions**- focus on the times, spaces and opportunities when the exceptions arise
10. **Pre-suppositional** language supports the reflection of positive outcomes. There is a difference in how we respond to 'has anything gotten better?' and 'what has gotten better?'

At Oasis Academy Clarksfield, we use the following solutions-focused approaches to amplify the voices of families and ensure co-production:

Approach	Description
Regular Formal Meetings	At least termly Person-Centred Reviews/Team Around the Child meetings are held (Annual reviews where appropriate) in which during this time families' voices prioritised to co-design the provision for their children.
Co-regulation Plans	At least termly Co-regulation Plans are held in which during this time families' voices prioritised to co-design the provision for their children. We carefully identify what each child's behaviour looks like in each area of their regulation cycle and how this presents at home and school so that we can ensure all approaches are right for the child.
Parent Surveys	Each term we send out a parent survey which is translated into our most common languages so that all parents of pupils with SEND can share their views effectively and we can respond to all of their views.
Coffee Mornings	We hold termly Coffee Morning's or Afternoon Tea's for our parents and carers of children who have SEND. Within each event there are pieces of flipchart paper and post it's for parents to add things that are working well and things that could be even better so that we can respond in a solutions-focused approach to the voices of our community. We also ensure that all members of the SEND team, translators and often external agencies attend so that we can continue to build community and relationships reducing barriers to ensure genuine co-production and parental involvement.
Regular KIT calls	Regular communication with families allows us to build a trusting relationship with our community. Through this relationship we are able to show our families that we are here to listen and value their thoughts and opinions.

10. Secure and successful transitions at Oasis Academy Clarksfield

We ensure that our pupils with SEND have secure and successful transitions between year groups, phases and establishments, by carefully planning how we engage with families, pupils and wider professionals.

Engaging with families: For a child to have a successful relationship with the academy, we must first ensure that the family has a successful relationship with us. We do this by:

Strategy	How it supports transition
Transition Meetings	A member of the SEND Team attends a PCR meeting for all children on the SEND register as part of Year 6 Transition or In Year Transitions to meet the child and their current stakeholders in an environment that is comfortable for them. This support building relationships as the children feel safe but also ensures that parents/carers know a key person for that child at their new setting and are confident that the right information has been transferred. This allows for formal discussion on the key strategies in place and what may or may not be working, this also ensure that the child is fully supported and understood when progressing onto their next year group.
Secondary School Parent Workshop	In September the SEND will be holding a Year 7 transition workshop to ensure the parents of our SEND pupils are showcase all of the setting available to their child. This will ensure they

	can make an informed their choice of high school, especially if their child has an EHCP. In doing this at the beginning of the year it allow them thinking time before making their decisions in October.
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Engaging with wider professionals: Professionals who have worked closely with the pupil will have a wealth of information that can support proactive planning. We engage them by:

Strategy	How it supports transition
Person Centred Review meetings	All relevant agencies are invited to attend a PCR meeting for all children on the SEND register as part of Year 6 Transition or In Year Transitions so that all stakeholders are confident that the right information has been transferred. This allows for formal discussion on the key strategies in place and what may or may not be working, this also ensure that the child is fully supported and understood when progressing onto their next year group or phase of education.
Building Relationships with Wider Professionals	<ul style="list-style-type: none"> • Solution Circles <p>As a setting we take full advantage of the Solution Circles provided by the LA EP team termly. By ensuring attendance, we guarantee that the service understand our setting, are aware of our needs and we develop strong relationships with a number of EPs</p> <ul style="list-style-type: none"> • SENDCo Development Days <p>We attend 3 of the days across the year so that we continue to build relationships and know that we are up to date with the Service Level Agreements shared by all agencies. By having this information, we can prioritise the right support from each and also network with all agencies</p> <ul style="list-style-type: none"> • QEST Drop Ins <p>We use QEST's Drop-in Service termly as part of our graduated response to unpicking and identifying need. Every teacher has a slot where they are able to discuss children they have concerns about. This further ensures that our Quality and Effectiveness Support Team are aware of the needs of our setting and have a great understanding of a wider range of children to support in proactive planning</p> <ul style="list-style-type: none"> • CPD <p>As part of transition, we invite the HI and VI teams in to deliver training for all staff where appropriate to ensure that staff aware of the cohort's needs and reasonable adjustments before the child started school</p>
Statutory Meetings	All professionals involved are invited to termly meetings such as annual reviews and PCRs. This means that information is triangulated regularly and all stakeholders have genuine co-production with the provision for all children they support.

Engaging with pupils: Pupils with SEND often find transitions more difficult than pupils without SEND. We support them by:

Strategy	How it supports transition
Additional Transition Days	Organising additional SEND Transition Days allow pupils to have additional visits to their new setting. This ensures they have further opportunity to build relationships with the child. This

	<p>reduces anxieties of a new school, as the students can meet their class teacher, understand new school routines, as well as become familiar with the new setting/ rooms they will learn in.</p> <p>We also organise additional internal transition for those who take longer to process changes to their routine. LSAs have prioritised transition meetings and are supported to hand over all relevant information about the children they have been heavily supporting that year. Children have a week, where appropriate, for LSAs to shadow each other so that key strategies are embedded and relationships are built before that change is implemented.</p>
<p>Additional Transition Sessions within School</p>	<p>A member of the SEND Team organises a PCR meeting for all children on the SEND register as part of Year 6 Transition. This allows the SEND team to ensure a holistic picture of the pupil is shared with parents and all stakeholders present, with their new setting.</p> <p>For In Year Transitions, we organise a PCR to meet the child and their current stakeholders in an environment that is comfortable for them. This ensures the information comes from the people who know them best. It also allows the SEND team to understand what matters to the pupil and how they feel they are supported best currently</p>

Level 3: Wave 1 Inclusive High-Quality Teaching

1.1. Distributed leadership at Oasis Academy Clarksfield

For children with SEND to make progress, every lesson counts. This means that they need fantastic teaching every minute of every day.

Distributed leadership supports Inclusive High-Quality Teaching by ensuring that:

- Everyone is clear on their role in supporting the progress of children with SEND
- Everyone is given specific responsibilities to lead effectively in their areas
- Effective systems and processes exist to support all leaders to hold each other (and themselves) to account to secure progress

At Oasis Academy Clarksfield, we support all staff to drive the quality of education for learners with SEND, by making clear the roles and responsibilities of each member of staff:

	1. Role in supporting the progress of children with SEND	2. Specific responsibilities to lead effectively	3. Systems and processes to support
Principal	<ul style="list-style-type: none"> • Overall responsibility for the progress of children with SEND 	<ul style="list-style-type: none"> • Hold senior leaders and SENDCo to account for the quality of SEND provision 	<ul style="list-style-type: none"> • Routine review meetings with senior leaders and SENDCo
Senior leaders	<ul style="list-style-type: none"> • Strategic responsibility for SEND • Overall responsibility for intent, implementation and impact • Monitoring of SEND provision and pupil progress • Data analysis and evaluation of impact • Integral focus on SEND in all lesson observations 	<ul style="list-style-type: none"> • Provide support and challenge to middle leaders 	<ul style="list-style-type: none"> • Pupil progress meetings
SENDCo	<ul style="list-style-type: none"> • Coordination of SEND provision and deployment of staff • Monitoring of SEND provision and pupil progress • Data analysis and evaluation of impact • Integral focus on SEND in all lesson observations 	<ul style="list-style-type: none"> • Use analysis of data to inform future allocation of resources • Quality assure classroom provision and check they are completed within agreed timescales 	<ul style="list-style-type: none"> • Use of Insight to record and track interventions within data deadlines • Pupil passport guidance
Middle leaders	<ul style="list-style-type: none"> • Monitoring of pupil progress • Monitoring of IHQT and provision for children with SEND • Integral focus on SEND in all lesson observations 		

Classroom teachers	<ul style="list-style-type: none"> • Delivery of IHQT • Target setting • Monitoring progress of individual pupils • Monitoring of interventions 	<ul style="list-style-type: none"> • Plan and deliver targeted classroom interventions for pupils not making progress • Plan additional intervention from our Broad Offer 	<ul style="list-style-type: none"> • Use of Insight / Progress Teaching to analyse data and identify pupils • E.g. Class intervention plans
Learning Support Assistants	<ul style="list-style-type: none"> • Delivery of interventions • Collation of data against targets and outcome 	<ul style="list-style-type: none"> • Deliver interventions following guidance, recording and tracking their delivery 	<ul style="list-style-type: none"> • . SEND Quality of Education monitoring cycle

We also make clear the roles of specific staff in a range of key SEND systems and processes

1. Class intervention plans

Senior leaders	<ul style="list-style-type: none"> • To identify pupils who are not making expected progress within pupil progress meetings and ensure that this information is shared with SENDCo • Check provision in PPMs
SENDCo	<ul style="list-style-type: none"> • Providing teachers ongoing support on IHQFT strategies and provision to secure the progress of pupils with SEND and design Class Intervention Plans
Classroom teachers	<ul style="list-style-type: none"> • To plan and deliver targeted classroom interventions for pupils not making progress • Collation of data against targets and outcomes
Support staff	<ul style="list-style-type: none"> • To plan and deliver targeted interventions outside the classroom for students who are not making progress. Support staff also plan and deliver interventions based around an individual's section F of an EHCP.

2. Adaptive planning and responsive teaching

Senior leaders	<ul style="list-style-type: none"> • T&L leads to oversee CPD requirements for planning and AfL and develop how this informs classroom pedagogy through coaching model, in collaboration with the Assessment Lead and SENDCo. • Monitor use of BOATs targets and responsive teaching during 'book looks' and lesson observations • Reinforce and model common language • Follow up where timescales not met
SENDCo	<ul style="list-style-type: none"> • To collaborate with T&L leads and Assessment lead to ensure all CPD requirements for planning and AfL are delivered using a SEND lens • Check all paperwork is reviewed regularly and quality assure • Coordinate interventions across the year group • Plan intervention for children receiving Wave 3 support from external agencies and liase with LSAs delivering
Middle leaders	<ul style="list-style-type: none"> • Provide support to their teams with how to plan adaptively to meet a range of needs within the classroom and subjects

	<ul style="list-style-type: none"> • Monitor use of BOATs targets and responsive teaching during 'book looks' and lesson observations • Reinforce and model common language • Follow up where timescales not met
Classroom teachers	<ul style="list-style-type: none"> • To use preparation time, knowledge of cohort and AfL to inform pedagogical decisions in the classroom.
Support staff	<ul style="list-style-type: none"> • Support in delivery of in class intervention following discussions with Classroom Teacher

3. CPD to support SEND learners

Senior leaders	<ul style="list-style-type: none"> • To ensure CPD to support SEND learners is prioritised within the monitoring schedule
SENDCo	<ul style="list-style-type: none"> • To plan and deliver at least 1 SEND focused CPD a term • To have input in all T&L CPD to ensure there is an Inclusion lens • To deliver regular CPD to all LSA's
Middle leaders	<ul style="list-style-type: none"> • When delivering subject specific CPD to always include a SEND lens
Classroom teachers	<ul style="list-style-type: none"> • To trial and embed practice shared as part of CPD
Support staff	<ul style="list-style-type: none"> • To attend whole school CPD when it falls into their directed time • To attend weekly SEND CPD through team

4. All About Me's

Senior leaders	<ul style="list-style-type: none"> • To make sure that pupils' All About Me's are being used across the academy • To make sure that the IHQF teaching strategies outlined on individual students' pupil passports are being implemented done via observations
SENDCo	<ul style="list-style-type: none"> • Ensures CPD given to the whole school team in how to use and review All About Me's effectively • Ensure CPD given to staff in how to create a pupil passport following the Oasis Model • Shares responsibility with the Senior Leader (AP for inclusion) for quality assurance for All About Me's
Classroom teachers	<ul style="list-style-type: none"> • To use at the point of adaptive planning and implement the strategies listed to ensure pupils can access lesson • Use to inform in a snapshot of the key information regarding the child if they are not familiar to them • Update pupil 'All about Me's' and obtain pupil voice at least termly if appropriate in co-production with the child and Class Teacher
Support staff	<ul style="list-style-type: none"> • Update pupil 'All about Me's' and obtain pupil voice at least termly if appropriate in co-production with the child and Class Teacher

5. Individual Learning Plans (ILPs)

These are recorded within Person Centred Reviews

Senior leaders	<ul style="list-style-type: none"> To make sure that ILPs are being used across the academy and staff are utilizing these within lessons and working towards individual student outcomes. To make sure that the IHQF teaching strategies outlined on ILPs are being implemented. This will be done via observations.
SENDCo	<ul style="list-style-type: none"> Review and update ILPs using information gathered from stakeholders. Ensure ILP reviews are planned into the academy calendar. Ensure all stakeholders are involved with the co-production within the timescales shared.
Middle leaders	<ul style="list-style-type: none"> To make sure that ILPs are being used across their curriculum areas and their team are utilizing these adapting lessons accordingly. To make sure that the HQF teaching strategies outlined on ILPs are being implemented across all lessons in their department and staff are working towards students' outcomes. This will be done via observations.
Classroom teachers	<ul style="list-style-type: none"> To use at the point of adaptive planning and responsive teaching. Implementation of strategies listed to ensure pupils can access lessons. To use when creating strategic seating plans. A snapshot of the key information regarding the child so they gain an understanding of the child and understand what outcomes they are working towards.
Support staff	<ul style="list-style-type: none"> Support the SENDCo when updating the student's ILPs and obtain the student voice every term.

6. Annual reviews

Senior leaders	<ul style="list-style-type: none"> To ensure strategic leader with responsibility for SEND has been compliant in planning and chairing all annual reviews
SENDCo	<ul style="list-style-type: none"> Ensure Annual Reviews are planned in to meet statutory guidelines in September Ensure paperwork is sent to stakeholders within the timelines shared by the Local Authority Ensure all stakeholders are invited within timescales shared Chair annual review and send appropriate paperwork to the LA within time scale. Follow up any amendments and re-share draft EHCs within statutory timescales
Classroom teachers	<ul style="list-style-type: none"> All relevant teachers are sent working document to obtain comments on progress towards outcomes All Class Teachers are invited to Annual reviews as key adult for child and to review progress towards outcomes
Support staff	<ul style="list-style-type: none"> Support staff who work closely with certain EHCP pupils are also invited to Annual reviews so they can also provide their observations and feedback.

7. Every teacher a leader of SEND at Oasis Academy Clarksfield

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered."

- SEND Code of Practice (2015)

In line with the SEND Code of Practice (2015), our academy recognises that teachers are responsible and accountable for the progress of children with SEND.

We support our teachers to deliver Inclusive High Quality Teaching in our academy by providing specific guidance on the strategies that best serve our learners to make progress.

Our approach to continuing professional development (CPD) ensures that all staff have the support they require continually improve their teaching practice for the benefit of all learners, including those with SEND. Our processes for supporting the development of Inclusive High-Quality Teaching are explained below.

Type of support	<ul style="list-style-type: none"> • Termly Whole School CPD • Half Termly drop in's with a member of the SEND team • Instructional Coaching • Group Specific CPD • Bespoke CPD responding to individual need
Whole-staff CPD	<ul style="list-style-type: none"> • Yearly CPD on how to read, plan and timetable to meet Section F • Responsive SEND Specific CPD delivered termly • Teaching & Learning CPD always includes a SEND lens
Small-group CPD	<p>Teachers:</p> <ul style="list-style-type: none"> • ECTs to have SEND CPD from QUEST • New Staff to have CPD on all SEND Policy's and Processes • Timetabling for Individual Learners using Section F (annually) • Half termly Drop In's for Teaching staff • Specific training from Local Authority Specialist Services are delivered depended on need. <p>LSAs:</p> <ul style="list-style-type: none"> • Weekly SEND CPD delivered to LSAs • Specific CPD from Local Authority Specialist Services are delivered depended on need. • Specific CPD from Local Authority delivered to LSAs depended on need <p>Last Year included:</p>

	<ul style="list-style-type: none"> - Intensive Interaction - Lego Therapy - Objects of Reference - Insight – ongoing to develop expertise of use of insight - Steplab: EEF Scaffolding Framework - Step lab: Specialist TA - Speech and Language Link - Languages for Behaviour and Emotions
Individual teacher development	<ul style="list-style-type: none"> • Half termly drop ins with SENDCo • Bespoke CPD designed post termly spotlights targeted on an individual basis • New to School Teacher CPD on our SEND process and paperwork • Instructional Coaching

8. How we assess and respond at Oasis Academy Clarksfield

6.38 In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals. [...]

6.40 Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

-SEND Code of Practice, 2015

In line with guidance in the SEND Code of Practice (2015), we support our staff to use a range of data sources to assess and respond to learners who may have additional or special educational needs:

Transition data	End of year summative data <ul style="list-style-type: none"> • Core subject assessments on Insight • Benchmark or ZPD Reading Level • Diagnostic assesments
In-class data	Assessment for Learning <ul style="list-style-type: none"> • Socratic quizzes • Evidence from books • Reading Records/ Bug Reader Formative Assessments <ul style="list-style-type: none"> • Headstarts

Curriculum assessments	As part of identification process <ul style="list-style-type: none"> • Headstarts • Phonics Assessments • PM Benchmarking
Targeted assessments	All intervention records recorded onto insight and are reviewed half termly <ul style="list-style-type: none"> • WellComm Assessment Tool • Sandwell Assessment Tool • Infant and Junior Language Link Assessment Tool • Fast Track Phonics • PM Benchmarking • First Class @ Number • BOATs • Boxall Profiles

To support teachers who are concerned that a learner in their class is not making expected progress, we use the four-part Assess, Plan, Do, Review cycle. In our academy, we have an expectation that at least cycles of Assess, Plan, Do, Review will be completed as part of our assessment process before a learner is added to the SEND register:

Cycle 1	Teacher led through intentional and targeted use of Wave 1 IHQT strategies
Cycle 2	Teacher led through Wave 1 IHQT following advice from SENDCo & family
Cycle 3	SENDCo directed Wave 1 and 2 interventions following observation, assessment and consultation with child and family

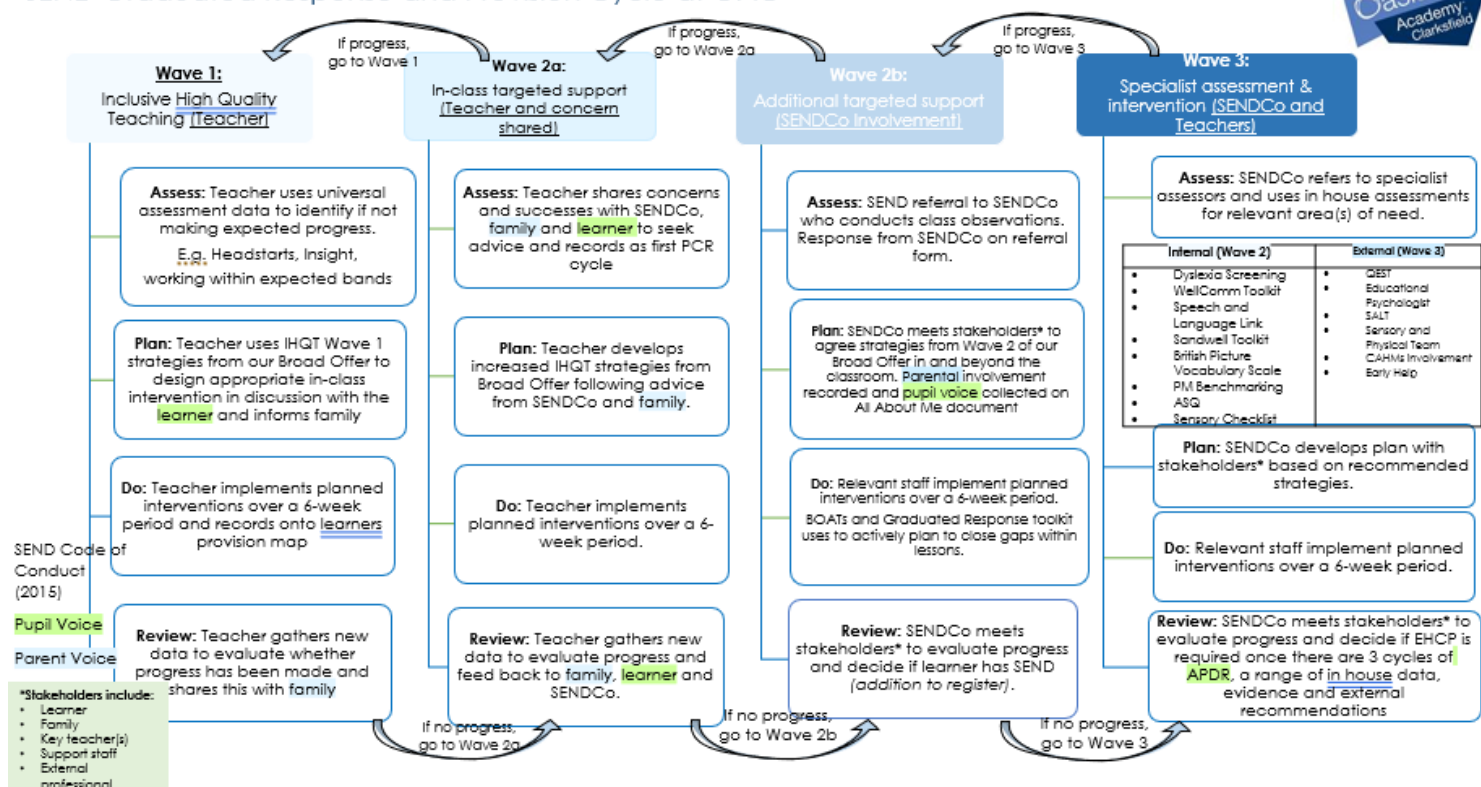
In line with Oasis guidance, there are three different aspects that are taken into account when deciding whether to add a learner to the SEND register:

1. **Three cycles of Assess, Plan, Do, Review** have demonstrated the need for continued provision that is **additional to or different from** the universal offer; and/or
2. The pupil has a **formal diagnosis of an additional need** (e.g. ADHD, hearing impairment, etc.) that staff need to know to provide appropriate classroom provision; and/or
3. The pupil has a legally binding **Education Health and Care Plan**

Staff are able to find our SEND register to gather information about their learners with additional or special educational needs by...

A flowchart of how we assess and respond can be found below:

SEND Graduated Response and Provision Cycle at OAC



9. How we identify and intervene at Oasis Academy Clarksfield

At our academy, we use a range of systems to support teachers to identify and intervene with learners who are not making expected progress, including those with SEND:

Aspect	Why we do it	How we do it	When we do it
SEND Broad Offer of Need	To ensure teachers have a range of strategies that they can increase and reduce classroom and intervention provision for individuals	We follow our graduated response in co-ordination with information on: ILPs PCRs External agency reports	Available throughout the academic year
Pupil Progress Meetings	To ensure early identification and increased provision for any children not making expected progress	Summative data points and assessments	Half Termly throughout the academic year
Drop In's to support in unpicking need	To ensure early identification and increased provision for any	Respond to raised concerns and observe scaffolds and adaptations within lessons and how individual	Half Termly or in response to need

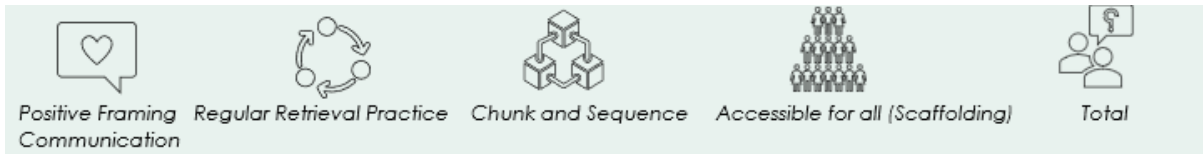
	children who have raised concerns	children respond to them in order to support with increasing the graduated response to unpick need.	
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10. How we secure progress at Oasis Academy Clarksfield

15.1 Maximising the effectiveness of learning support assistants

We recognise the importance of learning support assistants securing progress for learners with SEND.

Our learning support team provide support to wave 1 inclusive high quality teaching by implementing our five signature strategies for learning in the classroom:



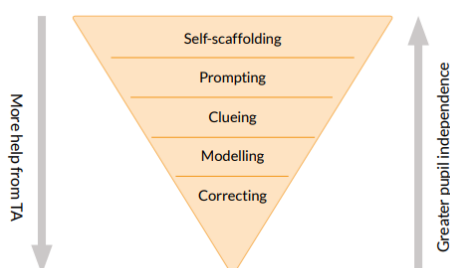
20 Signature Strategies for Inclusive High Quality Learning Support			
Positive behaviour management	Explicit instruction ('I do')	In-class assessment ('We do')	Independent practice ('You do')
<p>1. Strong relationships Get to know your link learners really well on a personal level and build a foundation of trust and emotional safety on which to base support.</p> <p>2. Positive framing (& relational recognition) Give all instructions as positive instructions rather than 'do not's', asking for the behaviour you want to see. Reinforce positive framing with frequent, precise praise.</p> <p>3. What to Dos (WTDs) Provide clear instructions to learners that are specific, observable, concrete and sequential (SOCS) and name task, time and conditions (TTCs).</p> <p>4. Support the Climate Work closely with the teacher to ensure that any behaviour interventions support and reinforce what the teacher has asked learners to do.</p>	<p>5. Concentration and Attention Ensure learners are focused on the key learning being delivered by the teacher. <i>(N.B. Side conversations should be kept to a minimum during this portion of the lesson.)</i></p> <p>6. Word Banks Break down key knowledge into the most important concepts and capture these in word banks that can be referred back to by learners later in the lesson/unit.</p> <p>7. Annotated Models Annotate models provided by the teacher to support learners to follow the steps.</p> <p>8. Dual Coding Support learners to access new learning by capturing information on mini whiteboards or in learners' books using key words, images and diagrams while the teacher is sharing new knowledge.</p>	<p>9. Check for Understanding Support learners to embed their learning by asking questions during in-class assessment tasks to check that they understand what they have learned.</p> <p>10. Prompt and Clue Prompt learners to engage independently through generic questions. When needed, increase support by more direct cueing focused on specific task steps.</p> <p>11. Sequence the steps Use your mini whiteboard to capture key ideas, sentence starters or step-by-step instructions so learners understand what they need to do.</p> <p>12. Write Pair Share Engage in structured talking tasks with learners to ensure that they understand and are ready to share with the class.</p>	<p>13. High expectations Have high expectations of all learners to produce appropriately substantive, high-quality work during independent practice.</p> <p>14. Format matters Support learners to present and organise their work carefully so that they can be proud of their work and demonstrate progress clearly.</p> <p>15. Scaffolds Ensure that learners are appropriately supported to access independent learning by providing key words, sentence starters and referring back to models.</p> <p>16. Clueing for literacy Scan learners' written work and use clueing questions to support their skills in spelling, punctuation, and grammar.</p>

We train our learning support team to work with classroom teachers to use a range of deployment styles to support learning in the classroom. To do this we have used to Scaffolding Framework adapted from Bosanquet, Radford, and Webster's research (2016) to design bespoke CPD to ensure all are confident in adapting their approach to scaffold pupils' learning and encourage independence.

Beyond the classroom, our learning support team provide individual support to our pupils with EHCs in the following ways:

Key adult support	<ul style="list-style-type: none"> • Providing regular check ins and meeting/transitioning children who require it • Monitoring attendance • Collecting data for annual reviews and ILP reviews. • Providing Wave 2 & 3 interventions • Meet and greet for children who need it • Specialist Interest lunch time clubs
Parent/carer communication	<ul style="list-style-type: none"> • Key workers communicate with parents of all SEND pupils as required during start and end times of day
EHC evidence folders	<ul style="list-style-type: none"> • Providing interventions to support section F of EHCPs and recording and monitoring onto Insight

We provide support and development to our learning support team in the following ways:



CPD for learning support staff	<ul style="list-style-type: none"> • Weekly CPD for LSAs designed and delivered by the SENDCo or specialist agency
Observation and feedback	<ul style="list-style-type: none"> • Fortnightly drop in's from SEND in response to CPD recorded on StepLab to provide feedback • Fortnightly drop in's to inform next steps for CPD
Intervention health checks	<ul style="list-style-type: none"> • Weekly spotlight on intervention files on Insight • Regular Insight CPD to share strengths and next steps to develop practice • Termly collation of whole school data to analyse progress made across school within specific intervention to identify strengths and areas of development
Intervention data analysis	<ul style="list-style-type: none"> • Half termly SEND Briefing to analyse intervention data with a member of the SEND team to monitor effectiveness of intervention

1.5.2 Monitoring and evaluation

We recognise that, in order to secure progress for all learners, including those with SEND, we need to provide additional support and guidance to teachers in the form of high-quality monitoring and evaluation, to ensure that teachers receive regular feedback and we have a clear picture of our areas of strength and areas of development as an academy.

Our monitoring and evaluation procedures for SEND are captured below:

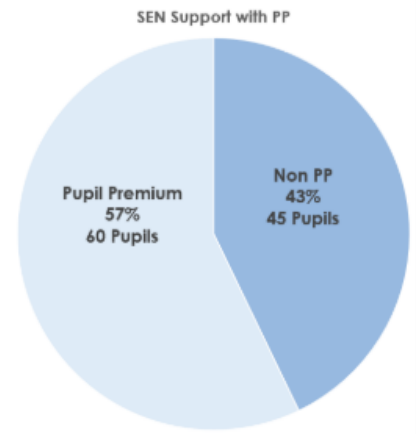
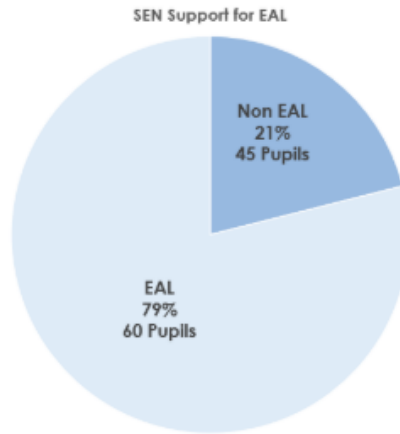
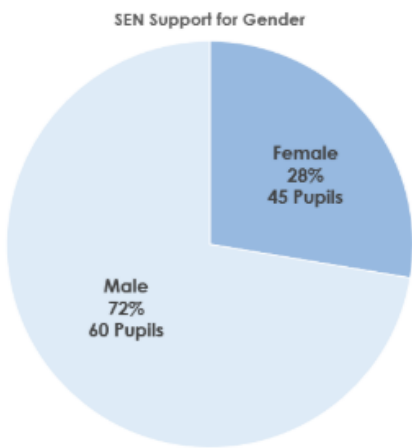
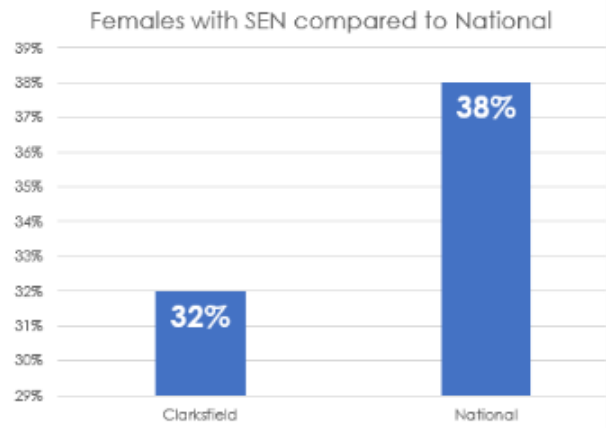
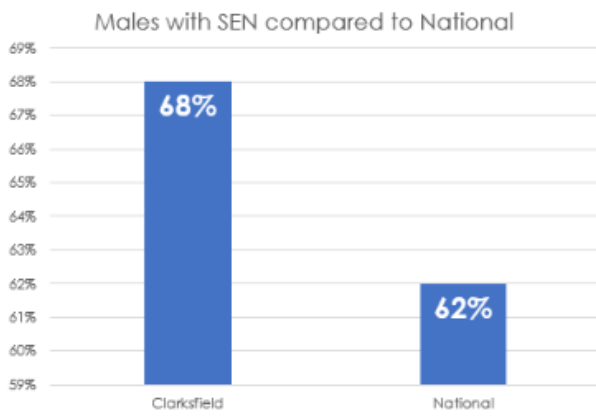
Aspect	Why we do it	How we do it	When we do it
Data analysis	<p>Consistent monitoring of children's progress data is paramount in improving teaching quality to raise standards. Our careful analysis of data helps identify trends and areas of development. We ensure that children's starting points are clearly identified through a range of assessments, triangulation of evidence (books, data, surveys) and meticulous identification of gaps to pinpoint how much progress children have made.</p>	<p>We use a combination of quantitative and qualitative data.</p> <p>We look at:</p> <ul style="list-style-type: none"> • Termly Head Starts assessment data • The Multiplication Check • PM Benchmark Reading Ages • Phonics Data • Targeted intervention records • Targeted intervention assessment data 	<p>Weekly</p> <ul style="list-style-type: none"> • Weekly intervention records <p>Half Termly</p> <ul style="list-style-type: none"> • Half Termly Data drops • Intervention Assessment Data • Pupil Progress Meetings <p>Termly</p> <ul style="list-style-type: none"> • HeadStart Data • Reading Ages
Learning walks and Book Looks	<p>To ensure that our students with SEND are getting their full offer and there is consistency in implementation of SEND process across school we regularly monitor provision across the academy. This way we can:</p> <ul style="list-style-type: none"> • provide further support to the class teacher • monitor inclusive quality first teaching and progress over time • provides the teaching staff the opportunity to highlight areas of concern • create a reflective culture <p>identify of opportunities for professional development and coaching</p>	<ul style="list-style-type: none"> • This occurs as part of a SEND spotlight in a designated timeframe with a predetermined focus from the SEND team that is shared with all. • Ongoing learning walks and subject spotlights all have an inclusion focus • SEND intervention and Quality Assurance learning walks. 	<ul style="list-style-type: none"> • Termly in designated SEND spotlights

Pupil voice	<p>A large body of research suggests that genuinely ensuring pupil participation, contribution and influence in their education leads to increased engagement, improved relationships between pupils and teachers and better communication between pupils and the school.</p> <p>We prioritise gathering pupil voice regularly to ensure that we are building belonging, ensure we are adapting their offer to meet what they feel their needs lie and to gain greater trust and confidence.</p>	<p>A selection of K coded and children with an EHCP will be taken aside and given a SEND survey, either verbally or in written form. They consist of a tick box survey with predetermined answers or a talk mat to ensure that the survey is appropriate to them and that their responses will be accurate.</p>	<ul style="list-style-type: none"> • Termly through pupil surveys • Termly through PCR meetings
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Level 4: Wave 2 & 3 Interventions matched to need

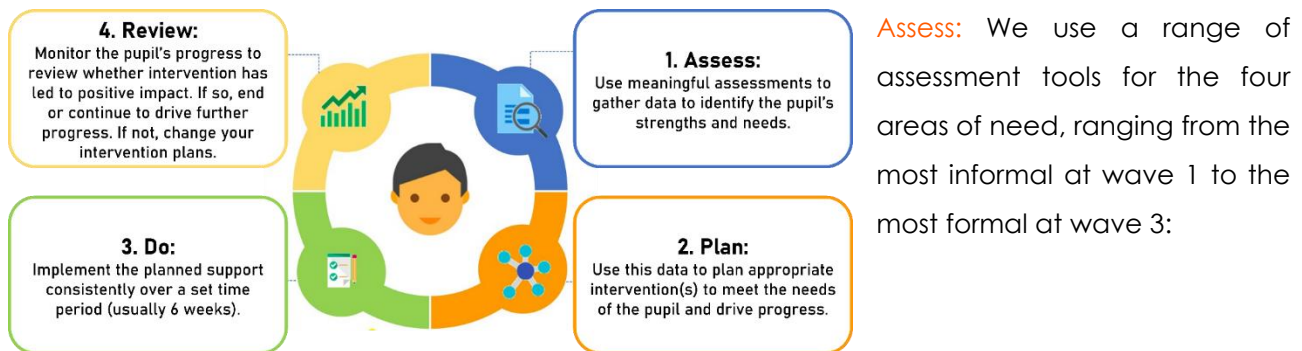
11. Our SEND offer at Oasis Academy Clarksfield

When mapping our SEND offer, we consider our SEND data in order to ensure that our offer is matched to the needs of pupils in our community. Our SEND data for the 2024 – 2025 academic year is below. Please see the next page.

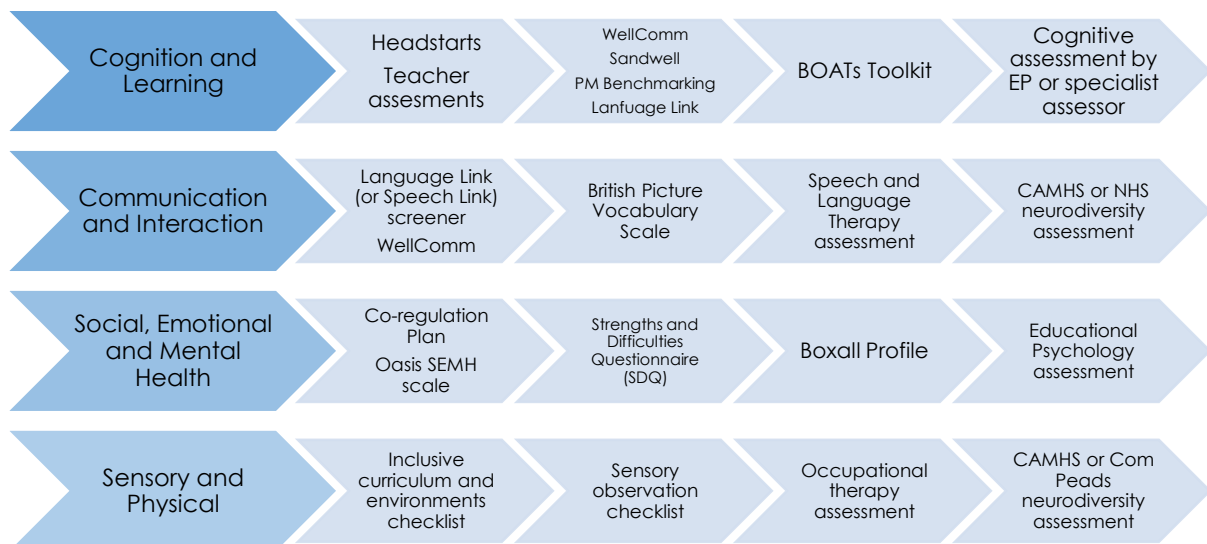


12. Early interventions and intensifying support at Oasis Academy Clarksfield

Building on our Assess, Plan, Do, Review graduated response flowchart (see Chapter 13: How we assess and respond), we use the Assess, Plan, Do, Review process to ensure that we are meeting the needs of each child with SEND as an individual.



Assess: We use a range of assessment tools for the four areas of need, ranging from the most informal at wave 1 to the most formal at wave 3:



Plan: We use the data from these assessments to plan appropriate interventions. The Oasis Way [graduated response intervention menu](#) provides guidance on what interventions are available at each stage of the graduated response.

Do: We ensure that we follow best practice for interventions by taking into consideration the following aspects:

Aspect	What we do
Consistency	<ul style="list-style-type: none"> Teaching Assistants assigned to interventions they specialise in Roles clearly defined for LSAs delivering Wave 2 and 3 interventions

	<ul style="list-style-type: none"> Interventions are reviewed half termly within conversation with SEND team to review effectiveness (staff meeting with all LSAs and SENDCo to evaluate interventions on insight to ensure consistency of evaluation)
Time-limited	<ul style="list-style-type: none"> Interventions are reviewed half termly and children are reassessed to identify progress from starting points
Training	<ul style="list-style-type: none"> Bespoke training offered internally via SENDCO Bespoke training offered externally via specialist services and private providers Responsive CPD delivered on a needs basis follow observations and drop ins Termly CPD for all staff Fortnightly CPD for all LSAs
Resources	<ul style="list-style-type: none"> Provided regularly to keep updated and in good condition
Access to mainstream	<ul style="list-style-type: none"> Interventions are designed to ensure outcomes can be met within lessons if possible. Interventions which require withdrawal from classroom are timetabled to ensure not removed from the same lessons at each timetable
Responsive to need	<ul style="list-style-type: none"> Interventions are reviewed regularly to ensure they are matched appropriately to need Request for intervention can come via Phase meetings that are then fed through into Inclusion Panel
Observation and feedback	<ul style="list-style-type: none"> Drop ins on interventions by SENDCO, Assistant Principal for Inclusion are recorded on step lab and follow up CPD given if necessary

Review: We use insight track progress in our SEND interventions

Aspect	What we do
Regularity	All interventions are recorded on insight and reviewed every 6 weeks within a staff meeting where all LSAs can be supported by a member of the SEND team in reviewing them accurately. This ensures we are able to recognise how much progress each pupil is making so that adjustments to interventions can be made in a timely manner as required.
Data	We use our assessment tools at the baseline and review point of interventions to ensure our judgements about progress are accurate and can inform next steps in tweaking provision.
Analysis	We analyse progress on an individual basis as well as by intervention group, year group, SEND stage, and area of need to ensure that our intervention offer remains impactful and secures progress for all pupils with SEND.
Reporting	The SENDCo reports to SLT on a half-termly basis to share SEND progress analysis so that all members of the leadership team are clear on the picture of SEND progress in the academy.

13. Engaging with specialist services at Oasis Academy Clarksfield

We recognise the importance of engaging with specialist services to meet the needs of pupils with SEND at Wave 3 of the graduated response. In our academy, we work with the following specialist services:

Service	How often?	Who for?	How we work together
Private Educational psychologist	This is reflective of the level of need within our cohorts. This year we had brought in 5 days of additional EP support	For children with complex needs at Wave 3 of the graduated response <ul style="list-style-type: none"> Children who are on a diagnosis or EHC pathway Children who need significant support to access areas of school life so that we can tailor our offer 	<ul style="list-style-type: none"> Termly planning meetings with SENDCo Observations in classrooms and unstructured time Assess children with complex needs so that we can ensure we have the right support in place at school Support in providing assessments towards changing the provision in a child's EHC Termly planning meetings with SENDCo Attend PCRs and Annual Reviews to support in joint planning for pupils Child-centred planning Staff-training To provide formal reports to support towards EHC submissions
Local Authority Educational Psychologist	The service has changed it's service offer this year. As a result, we now attend Termly Solution Circles and refer on a needs basis	For children with complex needs and in crisis.	<ul style="list-style-type: none"> Solution circles Attendance at the EHC Hub when required Teams calls for advice with Link EP
Sensory and Physical Support Service (SAPSS) <ul style="list-style-type: none"> - Vision Impairment Team - Hearing Impairment Team - Moving and 	This is reflective of the level of need within our cohorts. Visits differ in regularity due to need but can look like: <ul style="list-style-type: none"> 3 weekly visits weeks for in class observation Once a week for intervention 	For children with sensory or physical needs at Wave 3 of the graduated response to ensure equality of opportunity and access for pupils with sensory and/or physical impairment.	<ul style="list-style-type: none"> Provide training in how to use equipment within school for appropriate members of staff Attend PCRs and Annual Reviews to support in joint planning for pupils School link provides advice when required Promote curriculum access, achievement and independent learning providing information and advice

<p>Handling Team</p>			<ul style="list-style-type: none"> • Early intervention for preschool children from diagnosis onwards including regular support groups • Assessment for and recommendations of specialist equipment to promote independent learning and success • Awareness raising and training delivery including moving and handling training – both general and bespoke • Running signing classes, which staff or parents can attend • To contribute to risk assessments for children with sensory and physical impairment • Assessment of access needs – to the building, curriculum and ICT • Observations in classrooms to support in ensuring inclusive environments • Formal Visual Reports at least annually • Deliver specific interventions for children depending on need
<p>Private Speech and Language Therapist</p>	<p>This is reflective of the level of need within our cohorts. This year we had bought in 1 day fortnightly of additional SALT support</p>	<p>For children with complex needs at Wave 3 of the graduated response</p> <ul style="list-style-type: none"> • Children who are on a diagnosis or EHC pathway • Children who need significant support to access an 	<ul style="list-style-type: none"> • To assess children with complex needs so that we can ensure we have the right support in place at school whilst waiting for LA SALT involvement • To update targets for children on the waitlist to re-access LA SALT • To provide formal reports to support towards EHC submissions • To upskill and model provision for Class Teachers to implement as part of their classroom offer

		<p>aspect school life</p> <ul style="list-style-type: none"> Children with EHCPs who need updated targets whilst waiting for LA SALT involvement 	<ul style="list-style-type: none"> To deliver CPD on a range of Specialist interventions for staff To deliver intervention for children at Wave 3 of the graduated response Attend PCRs and Annual Reviews to support in joint planning for pupils Attend termly Coffee Mornings to support and build relationships with our community
Local Authority Speech and Language	<p>This is reflective of the level of need within our cohorts.</p> <p>Intervention differs in response to need but can look like:</p> <ul style="list-style-type: none"> Fortnightly visits for intervention 6 weekly phone calls to update targets for specific children A set of targets and an advice sheet sent to school post Clinic 	For children with complex needs at Wave 3 of the graduated response	<ul style="list-style-type: none"> To assess children with complex needs so that we can ensure we have the right support in place at school To provide a report or advice for certain children to be embedded within lessons or intervention To deliver training to appropriate staff in delivering targets or intervention suggested Attend PCRs and Annual Reviews to support in joint planning for pupils
The Children's Epilepsy Nurse Specialist Team	This is reflective of the level of need within our cohorts.	For children who have a diagnosis of epilepsy	<ul style="list-style-type: none"> Attend PCRs and Annual Reviews to support in joint planning for pupils provide professional support, guidance and advice on paediatric epilepsy. information regarding emergency care plans monitoring and management of medication titration training in administration of rescue medication
Physiotherapy Team	This is reflective of the level of need within our cohorts.	For children with managing disability, accident or illness at Wave 3 of the	<ul style="list-style-type: none"> support to increase independent functional ability to help maintain optimal and meaningful experiences at school

		graduated response to ensure optimum independence.	<ul style="list-style-type: none"> Design a physiotherapy intervention programme that can be implemented at school too to work towards shared goals Attend PCRs and Annual Reviews to support in joint planning for pupils
Community Paediatrics Team	This is reflective of the level of need within our cohorts.	For children with managing disability, accident or illness at Wave 3 of the graduated response to ensure optimum independence.	<ul style="list-style-type: none"> Attend PCRs and Annual Reviews to support in joint planning for pupils support to increase independent functional ability to help maintain optimal and meaningful experiences at school design a physiotherapy intervention programme that can be implemented at school too to work towards shared goals
Occupational Therapy Team	This is reflective of the level of need within our cohorts.	For children at Wave 3 of the graduated response who need specialist doctors with expertise in development and disability.	<ul style="list-style-type: none"> We receive medical advice for children with SEND to support Educational Health Care Assessments Assessment and diagnosis for children with motor co-ordination, attention and social communication difficulties
Oldham CAHMs	<ul style="list-style-type: none"> This is reflective of the level of need within our cohorts. 	For children at Wave 2 or 3 of the graduated response who need specialist support or assessment.	<ul style="list-style-type: none"> Mental health support for children who need it. We refer for autism and ADHD assessments for children to support in meeting their needs better

14. Statutory commitments to children with EHCPs at Oasis Academy Clarksfield

We honour all statutory commitments to children with EHCPs. Our key processes are captured in the table below:

Aspect	What we do
Record keeping	<ul style="list-style-type: none"> All Annual Review are recorded using paperwork from appropriate Local Authority

	<ul style="list-style-type: none"> • All Person-Centred Reviews for the year and added to the same document on insight to ensure we have up to date records and a chronology of support • Provision Maps are added to at least termly and go through the school with the child to ensure a chronology and record of provision
Progress tracking against EHC outcomes	<ul style="list-style-type: none"> • Termly Person-Centred Review meetings monitor progress of short term targets towards long term EHC outcomes • BOATs continuums and targets are also monitored to identify granular steps within core subjects for children with EHCPs who require a bespoke curriculum
Parent & carer communication	<ul style="list-style-type: none"> • Regular PCRS and Annual Reviews. • During parents' evenings there are SEND drop-ins allowing parents to speak to a member of the SEND team should they wish to discuss any concerns. • Additional SEND transition evening prior to SEND Coffee mornings starting in September 2024
Appropriate use of high needs block (top-up) funding	<ul style="list-style-type: none"> • Costed provision maps for all children with EHCPs to show how their Element 3 funding is being spent. <p>Across school this is currently spent on provision including alternative provision providers, small group or 1:1 interventions, additional adults to support specific children, resources to support children work towards EHC targets, our enhanced learning environments.</p>

We follow The Oasis Way Annual Review guidance to ensure annual review processes are conducted effectively in line with statutory guidance and that information is shared in a timely manner to secure appropriate outcomes, provision and progress for children with EHCPs.

We schedule all annual reviews at the start of each academic year using the following timelines

Term	Who	Rationale
Autumn	Year 6 plus Emergency ARs as required	This ensures that pupils approaching Key Stage Transition have appropriate planning as early as possible in the year.
Spring	Nursery – Y5	We use the dates suggested by the local authority to ensure that plans are reviewed within the correct time frame so that outcomes are as accurate as possible.
Summer		

Teachers' role in ensuring statutory commitments for EHC pupils

Teachers play an important role in ensuring statutory commitments for EHC pupils are met in the academy. Teachers are expected to familiarise themselves with which pupils in their class(es) have an EHCP, and to understand the provision they are expected to provide in the classroom.

Teachers also play an important role in the annual review process, providing key information about the progress a pupil is making against their EHC outcomes in their class. Teachers are asked to share their views on pupil progress at least two weeks before the annual review is

scheduled. Our annual review calendar is created each September and teachers are invited 8 weeks in advance.

All teachers at our academy are expected to:

1. Read the EHCP of each pupil they teach and identify the aspects of Section F that they need to provide in the classroom and plan for the intervention that will take place in addition to their curriculum
2. Create an individual timetable for the children with EHCPs that they teach, ensuring that their Section F is met
3. Read and update the child's All About Me with strategies to meet their needs on an ongoing basis
4. Carefully make use of adaptive planning and responsive teaching strategies to secure progress for pupils with EHCPs, alongside their peers
5. Provide staff views for Annual Reviews and 2 Person Centred Reviews a year of pupils they teach with EHCPs when requested by the SENDCo, at least 2 weeks in advance of the scheduled meeting

15. Alternative pathways at Oasis Academy Clarksfield

In line with the SEND Code of Practice (2015), we recognise that some pupils will need provision that is additional to or different from the mainstream provision we offer to every child. In our academy, we provide a number of alternative pathways for children with the most complex needs at Wave 3, in order to secure their place in mainstream education.

Type of provision	What we offer
Mainstream adaptations providing personalised curriculum planning	<p>Our curriculum is localised with the intention of it being accessed by all our learners, including those with SEND. It is vital that, wherever possible, our learners with SEND are given the same opportunities to gain knowledge and cultural capital as their peers without SEND. Through an ongoing commitment to creating the right environment, effective adaptations and scaffolding for all learners to thrive, we aim to reduce the need for drastic adjustments to the curriculum.</p> <p>In cases where children have complex needs it may be necessary to make some adjustments to the curriculum. To do this we use a range of tools to design their provision, in co-production with the child, family, specialist services involved and teachers, to ensure their learning remains targeted, realistic and therefore ambitious for the individual in line with their hoped for future outcomes.</p> <ul style="list-style-type: none"> • BOATs continuums as a planning and assessment tool within the mainstream classroom • We work closely with specialist agencies, services from our Local Offer and experts within our trust to plan time limited intervention within our Hive for children who need additional opportunities to work towards their EHC Outcomes once a day
Nurture provision	<p>We seek to provide a relational, restorative, and trauma-responsive education that celebrates the strengths and meets the needs of every child and family</p> <ul style="list-style-type: none"> • Breakfast club which is free and an offer for all of our vulnerable families • The Hive which is a calm and nurturing space that all children can access on a needs basis to access time-monitored support in co-regulating

	<ul style="list-style-type: none"> • Lunch time Clubs that are built around actively developing social skills and supported by our Private SALT therapist to plan
<p>SEMH-focused individual pathways provision</p>	<p>We seek to provide a relational, restorative, and trauma-responsive education that celebrates the strengths and meets the needs of every child and family. To ensure that we are identifying all additional needs as early as possible we have fortnightly phase meetings that happen in alternation to fortnightly inclusion panels so that we can amend our graduated response in meeting then pastoral needs for all.</p> <ul style="list-style-type: none"> • SEMH interventions • Think Bricks • Drawing and Talking • ELSA • Starving the Anger Gremlin • Starving the Anxiety Gremlin