

## Intent:



- The OCL Curriculum is designed for every child and young person to develop character, competence and a sense of community.
- We seek to provide a relational, restorative, and trauma-responsive education that celebrates the strengths and meets the needs of every child and family.
- We have 3 pillar principles of Inclusive Practice that support us to recognise the power of every interaction in creating a culture where everyone is included and empowered to thrive.
- 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.
- We are dedicated to the ongoing development of an inclusive curriculum and therapeutic environment for learners with SEND, based on research, which will then be of benefit to all learners.
- We pride ourselves in forming positive and impactful relationships with all individuals and especially those with complex and diverse communication and interaction and social, emotional and mental health needs.
- Through the explicit teaching of metacognitive strategies, we aim to build independence which can support learners to make the equivalent of +7 months progress.
- 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.
- Any adjustments to curriculum remain meticulously planned, sequenced, and monitored following a SAFE (sequential, active, focused and explicit) approach to ensure outstanding outcomes for our most vulnerable learners.
- We believe that nothing can be more effective than a teacher who has a deep understanding of a pupil and can, through that knowledge, have the confidence and skill to, with the end goal in mind, intuitively adapt and mould any learning experience.
- Wherever possible, SEND Support aims to remove barriers to allow the child to access the full curriculum, and make progress and attain alongside and in line with their peers. For children with some specific types of SEND, this may be through ensuring access to certain tools and supports e.g., appropriately presented resources and materials, physical access, sensory aids etc. It may also mean further training and support for teachers in specific strategies and teaching techniques.
- In some cases, where children have very significant SEND (particularly C&L needs), it may be necessary to make some adjustments to the curriculum. These children have access to the engagement model through our specialist environment to ensure that their learning remains targeted, realistic and therefore ambitious for the individual in line with their hoped-for future outcomes.
- We work closely with specialist agencies, services from our Local Offer and experts within our trust

## Implement:

### Coverage through the Oasis Curriculum & extra-curricular:

- Carefully planned SEND support ensures that, wherever possible, our learners with SEND access a balanced and rich curriculum, studying the full range of subjects, alongside their peers.
- Provision in specific subject areas, designed by subject leads, ensures barriers to truly inclusive learning is reduced on an individual basis to ensure all children can access curriculum appropriately for them.
- Inclusive relationships and teaching are relentlessly promoted by all leaders, which ensures that teachers and LSAs are trained and supported to be able to provide for a wide range of needs through their classroom environment and teaching.
- Inclusive high-quality provision for SEND is a thread which runs through the whole academy CPD offer, including through our coaching model and where necessary, stand-alone input.
- The structure of all lessons is underpinned by research that follow inclusive principles which enable us to get it right for our SEND learners and in turn get it right for all learners.
- We are committed to making OAC a safe, nurturing, welcoming and exciting place, in which all learners with ADHD can achieve their academic potential and have the ADHD Friendly Schools Award recognised by the ADHD Foundation.
- Bespoke CPD for all Learning Support Assistants in 'Being an Effective LSA', 'Specific interventions' and 'Specialist – Teaching Assistant' have been designed and delivered by the SENDCo.
- Expertise from outside agencies and training providers is regularly engaged.
- Private Speech and Language Therapist and Educational Psychologist regularly meet with children, writes advice and reports for teachers and shares their expertise with LSAs to ensure high quality intervention for children with additional needs.
- For children working two or more years below their chronological year group in any areas of their learning, teachers use BOATs continuums to ensure the learning is intentional, targeted and appropriately pitched to close gaps and ensure rapid progress. BOATs continuums are broken further down into precise and chronological steps to ensure that teachers can systematically identify gaps and misconceptions and therefore effectively adapt and scaffold their teaching and respond accordingly. It is vital these gaps are filled, and misconceptions addressed first before children can access and embed higher level learning.
- In circumstances where an individual would benefit from an adapted or alternative curriculum, expertise from outside agencies is engaged to support us in getting the curriculum right and, in many cases, to support us with the EHCA process. In many cases this may include flexible access to 'The Hive', which provides a high level of bespoke support for children unable to thrive within their mainstream classroom alone.

### Additional Intervention

- Where 'additional' interventions are deemed necessary, these are meticulously planned, timetabled, and reviewed to ensure that learners are not withdrawn from key curriculum learning.
- Reading interventions are highly prioritised in order to support learners' access to all other curriculum areas. Interventions include regular 1:1 reads, BRP, guided reading, comprehension lessons following a VIPERS sequence and intensive phonics sessions.
- Children who are working on BOATs targets significantly below their chronological year group access Precision Teaching in order to gain fluency and embed learning, embed BOATs key statements using a 'do now' section of the lesson, which are the building blocks for other learning.
- For some children, other additional interventions will be delivered on a bespoke basis in line with recommendations from outside agencies. E.g., Speech and Language, physiotherapy etc.

### Monitoring and Assessment

- All academy assessment systems are called upon to ensure potential SEND is identified early and support can be appropriately planned, including within fortnightly pupil progress meetings, as part of our graduated response to unpicking and meeting need.
- Every child who requires SEND Support or with an EHCP has an Individual Learning Plan which is formally reviewed using a child-centred approach and updated at least 3 times a year as part of our APDR process.
- Individual Learning Plan documents for each child outline planned for outcomes together with their planned provision and SMART targets. Individual Learning Plans are highly bespoke and are written in genuine co-production with all key stakeholders.
- All intervention records are reviewed by a member of the SEND team weekly to ensure rigorous monitoring of progress, and termly progress is analysed to inform trends and areas of development within our provision.
- The SENDCo and Hive team review all EHCP interventions fortnightly to ensure their targets are appropriate and provision follows interests.
- All paperwork has been supported by our National Lead Practitioner of SEND and reviewed with staff to ensure our pupil profile and planning tools are impactful.

## Impact:

### Data (2024/25)

- 23% of our students are now identified as having SEND which is greater than the national average for SEND in a Primary Setting (18%).
- The percentage of learners on our shadow register, used to identify and monitor children on our referral pathway has halved and gaps within learning have been closed.
- An in house Speech and Language therapist has met and created bespoke targets for children who are on the Oldham SALT waiting list and regularly delivers training to our staff.
- Private Educational Psychologist has assessed children and continues to support our most vulnerable children.
- Learners from across the academy, with need in a/all areas of SEND, benefit from access to a wide knowledge based curriculum.
- Learners for whom require a bespoke curriculum are accessing a SAFE curriculum.
- Engagement in lessons has been clear from learning walks and books looks as well as from teacher and pupil voice.
- The majority of learners with Cognition and Learning needs make progress in line with ambitious targets set with their individual starting points and needs in mind. Smaller steps of progress are tracked against BOATs continuums.
- Where progress is not as rapid as hoped, our robust assess, plan, do, review processes ensure that provision is quickly adapted and where appropriate outside agency expertise is called upon for advice and support.
- Data shows that reading interventions for children with SEND are highly effective with the vast majority of learners making expected or accelerated progress in line with their targets.

### Staff CPD/monitoring (2024/2025):

- The whole setting has had regular training on The Oasis Way for Inclusion, a framework for transformational inclusion that is rooted in our ethos, a mission to include, a desire to create opportunity for all to reach their potential.
- Appropriate support and training are in place for teachers who would benefit identified through performance management cycles are regular drop ins.
- Teachers are becoming increasingly confident through purposeful CPD sessions in their abilities to adapt and scaffold learning for all children using our new curriculum.
- LSAs have had regular and bespoke training from specialist agencies and a programme designed by the SENDCo following EEF Guidance reports.
- LSAs have training on specific interventions and how to monitor, assess and plan these.