



# **THE OASIS WAY SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

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## At a glance

This policy explains our relational and restorative approach to Special Educational Needs and Disabilities (SEND) across our organisation, which complies with the SEND Code of Practice 0-25 dated January 2015. The policy should be read alongside the specific academy's SEND Information Report (see [Appendix A](#)).

Oasis is a family with a shared vision for community, a place where everyone is included, making a contribution and reaching their God-given potential. Excellent and inclusive support for children with SEND is central to the Oasis ethos.

The Oasis Way Special Educational Needs and Disabilities Policy is born out of the Oasis ethos and underpins the Curriculum Statement of Intent, centring inclusion as the bedrock for learning and curriculum engagement. It is grounded in the knowledge that relationships are transformational and reflects evidence-based approaches to building belonging and restorative, trauma-responsive practice. Our approach to SEND is based on cutting-edge cognitive science and developmental psychology research into the impact of Adverse Childhood Experiences (ACEs), attachment and SEND on the way our children learn and develop, ensuring that the needs of all community members are met, and they are empowered to fulfil their potential.

## Checklist

- We will actively seek to identify and provide for pupils who have SEND and additional needs.
- We will work within the guidance provided in the SEND Code of Practice (2015).
- We will commit to taking a child-centred, whole school approach to the management and provision of support for learners with SEND.
- We will ensure that every academy has a designated SENDCo who will work alongside wider academy staff to implement this policy.
- We will ensure that all staff are provided with support and advice to work effectively with learners with SEND to secure belonging, inclusion and progress.
- We will prioritise the development of strong relationships with safe, trusted adults, underpinned by compassion and a belief in each child's capacity to thrive.
- We will meet learners with SEND where they are at, providing reasonable adaptations and supportive interventions to empower them to make progress academically, socially and emotionally.
- We will empower learners with SEND and their families to use their voices to ensure support is effective and they are fully included in academy life and culture.
- We will support learners with SEND to map their own pathways to the future, so they experience secure transitions and are given real choices in their lives.

## In brief

The Oasis Way for inclusive practice is a framework for transformational inclusion at the heart of the community. It details our approach to Behaviour and Pastoral Care, Special Educational Needs and Disabilities, and Personal Development.

The Oasis Way Special Educational Needs and Disabilities Policy takes an approach that enacts a child-centred model and celebrates difference as an asset, to ensure that all children in Oasis academies are supported to lead flourishing lives.



The Oasis Way is underpinned by our Principles of Practice, which provide us with a guide to how we enact The Oasis Way. Our Principles of Practice support us to recognise the power of every interaction in creating a culture where everyone is included and empowered to thrive:

- **Relational Culture:** Communities are founded on trust, respect and safety. In order to create a truly inclusive community, we need to centre relationships in every interaction that we have. We prioritise the quality of relationships within our community: with ourselves, between staff and pupils, between staff and colleagues, between members of the school and wider community. Our understanding of why relationships matter is founded on evidence-based approaches to child and personal development that centres trauma-responsive and attachment-aware practice to meet the needs of every community member. We intentionally design our systems and processes to honour the relationships that enable all children and adults to flourish.
- **Reflective Practice:** We cannot meaningfully honour relationships with others without first exploring the relationship with ourselves. Reflective practice creates the space to enable a deeper understanding of our own behaviours and the behaviours of others in our community. As educators, we prioritise the act of continuous learning and support each other to make sense of the interactions we have had. This enables us to grow personally and create solutions that we can learn from as a community.
- **Oasis 9 Habits:** The 9 Habits are the lens through which we understand who we are and who we are becoming. The 9 Habits guide our interactions and reflect the values we seek to uphold in our relationships. We use the 9 Habits to explicitly teach aspects of character and enrich our pupils' learning with social, emotional and spiritual education so that they are equipped to reach their potential and live flourishing lives.

Under the law, a learner is defined as having Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learner is defined as having a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.




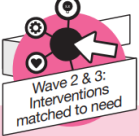
Many learners who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

For learners aged two or more, special educational provision is defined as educational or training provision that is additional to or different from that made generally for other learners of the same age.

The Oasis Way SEND Policy outlines how we identify learners who may have SEND, and how we put in place special educational provision to meet their needs and secure progress. This policy is divided into four levers that provide an overview of our inclusive and child-centred approach:

- **Our vision for SEND** guides our academies to develop whole school systems to cement true inclusion at the heart of the community. This includes our approach to the graduated response, SEND leadership and management, inclusive curriculum and environments and a holistic entitlement that is accessible to all.
- **Knowing every child** guides our academies to develop a child-centred approach. It equips our practitioners to develop personalised planning and pupil profiles, including through meaningful pupil voice gathering that supports communication for pupils with additional needs, co-production with parents and carers, and ensuring secure and successful transitions at every stage of education.
- **Wave 1: Inclusive high quality teaching** is fundamental to our approach to SEND, grounding our practice in distributed leadership that establishes every teacher as a leader of SEND, guiding them in how to assess and respond, how to identify and intervene, and how to secure progress for every child.
- **Wave 2 & 3: Interventions matched to need** details our SEND offer at wave 2 and 3, providing guidance to academies on how to systematise early interventions and intensifying support, engaging with specialist services, securing statutory commitments for children with EHCPs and providing alternative pathways at wave 3 for those who need the most specialised approach to secure progress.



Each lever is divided into five chapters to provide clear guidance to academies in how to deliver inclusive practice on the ground:

 <p>Our vision for SEND</p>	 <p>Knowing every child</p>	 <p>Wave 1: Inclusive High Quality Teaching</p>	 <p>Wave 2 &amp; 3: Interventions matched to need</p>
<ul style="list-style-type: none"> <li>• True inclusion at the heart of the community</li> <li>• The graduated response</li> <li>• SEND leadership and management</li> <li>• Inclusive curriculum and environments</li> <li>• The Oasis entitlement</li> </ul>	<ul style="list-style-type: none"> <li>• The child-centred approach</li> <li>• Pupil profiles and planning</li> <li>• Pupil voice</li> <li>• Working with families</li> <li>• Secure and successful transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Distributed leadership</li> <li>• Every teacher a leader of SEND</li> <li>• How we assess and respond</li> <li>• How we identify and intervene</li> <li>• How we secure progress</li> </ul>	<ul style="list-style-type: none"> <li>• Our SEND offer at Wave 2 and 3</li> <li>• Early interventions and intensifying support</li> <li>• Engaging with specialist services</li> <li>• Statutory commitments for children with EHCPs</li> <li>• Alternative pathways</li> </ul>



We believe that leaders should be empowered to innovate in the best interests of their children and communities. For this reason, each academy has been supported to develop its own contextualised SEND protocols through a localised SEND handbook, which guides staff in each academy in how to implement The Oasis Way in their classrooms and communities.

## Staff roles and responsibilities

All members of academy communities must take equal responsibility for upholding a relational culture where provision and care for children with SEND is consistently strong and progress is secured. Expectations of academy leaders and wider staff to deliver this policy are outlined below:

Lever	Academy leaders	Academy staff
 <p>Our vision for SEND</p>	<p>Develop a strong vision for SEND in alignment with the Oasis ethos and in collaboration with academy staff. Ensure all staff are trained to understand their role and responsibility in implementing the graduated response.</p> <p>Ensure leadership and management of SEND is high quality, leading to consistently inclusive curriculum and environments and full entitlement for children with SEND in the Oasis holistic offer.</p>	<p>Engage with training provided to become knowledgeable and confident to uphold the vision for SEND and implement the graduated response. Continually deliver an inclusive curriculum and maintain an inclusive learning environment, with consideration of stage and age. Ensure any enrichment or extra curricular activities are fully inclusive of children with SEND.</p>
 <p>Knowing every child</p>	<p>Provide the appropriate support, training and guidance required to ensure all staff understand the importance of and their role in upholding the child-centred approach.</p> <p>Ensure all pupils on the SEND register have appropriate personalised plans that</p>	<p>Engage with training provided to become knowledgeable and confident to work with individual pupil plans. Intentionally use individual pupil plans for the pupils that you teach to inform your adaptive planning and responsive teaching, so appropriate strategies are</p>



	<p>are mutually agreed and regularly updated in line with trust policy. Ensure that genuine coproduction takes place, honouring the voices of children and their families in personalised planning, including at transition points.</p>	<p>in place for each child with SEND to make progress alongside their peers.</p>
<p>Wave 1: Inclusive high quality teaching</p> 	<p>Set a culture of inclusive high quality teaching, ensuring that the SENDCo and Teaching and Learning leads work closely together to provide the appropriate training, support and modelling that teachers and support staff need to understand and enact their role as leaders of SEND in every classroom. Develop robust systems to support SEND identification and assessment through the SEND graduated response, ensuring that all teachers and support staff take part in the distributed leadership of assess, plan, do, review. Ensure that children with SEND make progress in line with non-SEND peers through careful monitoring and evaluation of inclusive high quality teaching, involving leaders at all levels in cycles of review and action planning.</p>	<p>Engage with training provided to become knowledgeable and confident to provide inclusive high quality teaching, including carefully adaptive planning and in-the-moment responsive teaching to meet the needs of every child. Uphold the SEND graduated response, taking responsibility for your role in SEND identification and assessment using assess, plan, do, review. Take responsibility for the progress of children with SEND in your care, regularly reviewing the impact of your strategies and developing actions to improve the quality of progress in your intervention, classroom, department or phase.</p>
<p>Wave 2 &amp; 3: Interventions matched to need</p> 	<p>Develop and oversee a strong academy offer, including appropriate provision at wave 1, 2 and 3 to meet the needs of your academy cohort with early intervention and intensifying support. Commission an appropriate range of specialist services to support the academy's design and delivery of the graduated response, including through direct work with children with SEND at wave 3. Ensure that all statutory commitments are rigorously upheld for children with EHCPs and work with partners within and beyond the academy to put in place appropriate personalised pathways for children working significantly below age-related expectations, without compromising inclusion in academy life.</p>	<p>Understand and take responsibility for your role in the graduated response, seeking to effectively communicate with all stakeholders to secure intervention for children who need additional support at the earliest possible stage. Provide any requested information about a child in a timely manner to support specialist assessment and statutory commitments for children with EHCPs. Work closely with the SENDCo as needed to implement personalised pathways where appropriate, and to ensure true inclusion for children with SEND wherever possible.</p>



## Lever 1: Our vision for SEND

Our first lever guides our academies to set a strong vision and inclusive offer for their community through the following chapters:



### True inclusion at the heart of the community

The Oasis Way SEND Policy is rooted in a strengths-based approach that celebrates difference as an asset. At Oasis, we recognise that current UK education practices often result in informal or formal exclusion of children with SEND, who are:

- 4x more likely to be suspended from school.
- 5x more likely to be permanently excluded.
- 2x more likely to be persistently absent.

As a result, children with SEND are less likely than children without SEND to make expected progress in every phase of education.

At Oasis, we seek to redress this inequality for children with SEND through an approach that espouses true inclusion at the heart of the community. In our practice, we aspire to make reasonable adjustments as necessary to ensure that our system of education has the flexibility it needs to fit the strengths and needs of each child. We secure true inclusion by focusing on the strengths and assets of each child through our child-centred planning and approach. We recognise children with SEND and their families as co-producers and support them to take control of their own futures and develop their potential.

### The graduated response

In order to ensure that we are able to respond efficiently and effectively to any need as it arises, Oasis academies map their academy offer for children with SEND using the graduated response. The graduated response connects teams and systems in the school together to ensure that there is a co-ordinated and transparent approach that targets the level and expertise of intervention required depending on the child's needs:

- At Wave 1, an inclusive universal offer ensures that all children are proactively supported to secure academic progress and emotional wellbeing, driven through inclusive high quality teaching.
- At Wave 2, a targeted support offer ensures that academies provide swift identification and action for children who are struggling to make academic and pastoral progress in line with age-related expectations, adding depth to the range of interventions targeted to meet their needs.
- At Wave 3, a specialist intervention offer ensures that expert support is available for those few children with the most complex needs who require intensive, individualised care.

Each academy has mapped their own academy offer in line with the graduated response. This can be found in their SEND Information Report on their academy website (see [Appendix A](#)).

### SEND leadership and management

The SENDCo plays an essential role in SEND provision and is responsible for the day-to-day operation of the SEND policy. However, at Oasis, we recognise that, for an academy 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, SENDCos focus on four areas of leadership and management:

- Working with the **academy leadership team** to ensure that there is a strong voice and advocate for children with SEND, and that SEND priorities are central to all aspects of the academy development plan.
- Working with **middle leaders** to strengthen subject leader expertise and accountability for the progress of learners with SEND.
- Working with **teachers** to strengthen teacher expertise in supporting the progress of learners with SEND through whole school CPD, lesson observations and individualised support and guidance.
- Working with the **SEND team** to ensure that learning support staff are effectively deployed to support the progress of learners with SEND in classrooms and interventions, that record keeping is accurate, and that tracking of progress leads to impact.

### Inclusive curriculum and environments

At Oasis, we are committed to offering a broad, rich and inclusive curriculum to all our pupils. For learners with SEND who may experience barriers to learning, we ensure that all our teachers are supported to develop skills in adaptive planning and responsive teaching to meet the needs of every learner. The SENDCo has an important role to play in supporting teachers to adapt the language and process of teaching to serve the different needs of pupils and will work closely with the Teaching and Learning Lead to ensure that CPD on adaptive planning and responsive teaching is inclusive of the needs of learners with SEND.

For a few learners with more complex SEND, it may be appropriate for academies to offer a personalised curriculum, with more enhanced adaptations appropriate to their stage, not age, of learning. A personalised curriculum should only be introduced for pupils at Wave 3 of the graduated response, once more inclusive adaptations have been tried, and should be carefully tracked and monitored by the SENDCo using the

Assess, Plan, Do, Review process to ensure that progress is secured. More information on personalised curriculum can be found in [Lever 4: Alternative Pathways](#).

Academies also carefully consider the environment, both in the classroom and in social spaces around the academy, to ensure that barriers to learning are reduced or removed wherever possible to support the learning of all pupils, and the individualised needs of learners with SEND. This includes consideration of lighting, sound, sensory and regulation supports, room layout and organisation, displays and working walls and strategies to establish clear expectations and build belonging with pupils.

All Oasis academies produce an Accessibility Plan to work towards improvements in accessibility, in compliance with the Equality Act (2010). The plan outlines how the Academy aims to:

- Increase the extent to which learners with disabilities can participate in the curriculum;
- Improve the physical environment of the Academy to enable learners with disabilities to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to learners with disabilities and their parents/ carers.

In addition, any learner with a disability who requires additional support to leave the building during an evacuation will have a Personal Emergency Evacuation Plan, reviewed annually, written with the family and professionals as relevant.

OCL Property and Estates are responsible for ensuring that all Academy buildings comply with the Equality Act (2010), specifically, ensuring that buildings are safe and accessible to those with physical needs.

### The Oasis Entitlement

All Oasis pupils enjoy the [Oasis Entitlement](#), a holistic offer and guaranteed set of opportunities during their time at the academy. Academies ensure that learners 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.

In particular, Oasis academies are required to monitor equality of access and participation of learners with SEND in:

- Mental health support.
- Pupil leadership and pupil voice activities.
- School productions, sports teams, music lessons and after-school clubs.
- Residential trips, educational visits and careers opportunities.

This ensures that pupils with SEND are fully included in academy life alongside peers.

## Lever 2: Knowing every child

Our second lever guides our academies to ensure that every learner with SEND is known and responded to as an individual through the following chapters:



### The child-centred approach

All Oasis academies take a child-centred approach in providing support for learners with SEND, ensuring that we centre the voice of the child and their family in all decisions made, see each child as an individual with their own strengths, assets and needs, rather than focusing on an assumed understanding of their area(s) of need, and focus on outcomes that serve each child as an individual to ensure the best results for each child are achieved.

Our approach takes a holistic view of each child, their development and their next stages of life and centres partnership collaboration by applying evidence-based, strengths-focused and child-centred approaches; recognising and amplifying the experience and values of the child, family and voice of the wider system and their experiences; and developing our organisational culture, structures and processes to ensure genuine co-production is embedded through relational and reflective practices.

### Pupil profiles and planning

At Oasis, we recognise that pupil profiles and planning tools are integral to capture and communicate a wide range of information regarding the strengths, needs, preferences, learning goals and adaptations required to support learners with SEND. There are a range of different tools that can be used to capture and communicate this information. All Oasis academies work backwards from the requirements of our Local Authority to ensure we are compliant with any statutory monitoring or assessment processes. As a minimum, all pupils with SEND will have a pupil passport (or one-page profile) providing details for staff about their strengths, needs and strategies to support them. All primary pupils with SEND, and all secondary pupils with EHCs, will also have an Individual Learning Plan capturing how the graduated approach is applied to secure excellent progress for each pupil over time.

Our pupil profiles and planning tools capture three core elements of practice over time:

- The voice of the pupil and their family on their preferences and views.
- The strategies and adaptations to learning activities and environment required to meet the needs of the pupil.
- Planning, target setting and reviewing of provision.

SENDCos at Oasis academies monitor the use of pupil profiles in the following ways:

- **Collaboration:** capturing the voice of teachers, the child, the family and other staff when developing and reviewing pupil profiles and planning tools.
- **Communication:** ensuring all staff are aware of where to find pupil profiles and planning tools and how to use these to inform planning.
- **Evidencing impact:** quality assuring the application of tools in the classroom setting alongside middle leaders to ensure these are effectively used to secure progress for learners with SEND.
- **Secure recording:** ensuring that SEND pupil data held in pupil profiles and planning tools is protected by using Oasis-approved secure software (Insight in primary and Provision Map in secondary) to record, appropriately share and review documents with relevant stakeholders.

### Pupil voice

A central element of the child-centred approach in Oasis academies is ensuring that pupil voice is prominent throughout SEND processes including identification, assessment, action planning and review. We do not assume the views of a child or make presumptions of their opinions, beliefs or goals and we seek to consistently illicit pupil voice when considering future orientated goals and transition points.

We seek to gather pupil voice in a variety of ways: either through individual pupil voice with targeted pupil conferencing activities or as a group to gain data and information on the experience of pupils with SEND in our settings. We use a range of tools to remove or reduce barriers to understanding, communication and recording when aiming to gather pupil voice. We also make use of stage-friendly resources, visuals, activities and technology to support access.

### Working with families

At Oasis, we recognise that parents know their children best and have a vital role to play in supporting us to recognise the strengths as well as the areas of need of learners with SEND. Some families of children with SEND may have had negative past experiences and can distrust school professionals; we seek to overturn this experience. We also recognise that families are a central part of the Team Around the Child (TAC) that will secure progress for their children towards outcomes.

When working with families, Oasis academies take a Solution-Focused approach. We place an emphasis on the existing skills, strategies and resources available to support progress, rather than focusing on barriers, problems and deficits. In doing so, we seek to develop genuine co-production, so that our families are engaged fully in co-design of provision, co-decision making about what is working, co-delivery of provision, including through home and community interventions beyond the academy, and co-evaluation of the impact that our planning has made on the child's progress.

Oasis academies work with their Local Authority's Local Offer to ensure that learners with SEND have access to the support and opportunities they deserve. More information on each academy's Information Report and Local Offer can be found in [Appendix A](#).

### Secure and successful transitions

To ensure all transitions for our pupils are secure, we prioritise the following elements:

**Engaging with our families:** Transitions can be an anxious time for the families of children with SEND. Families also hold a wealth of knowledge about how best to support learners to ease their transition between year groups or phases of education. Oasis academies employ a range of activities to engage parents of learners with SEND to smooth transitions and secure appropriate support as soon as possible. These may include parent surveys, home visits, school tours and open mornings, parent workshops and TAC meetings.

**Engaging with Professionals:** Professionals who have worked closely with learners with SEND are essential to support proactive planning for transitions. This includes previous teachers, pastoral and SEND staff, specialist agencies (e.g. EP, SALT) and community workers. We seek to proactively gather information and seek support from professionals to support transitions by collating information from feeder schools or teachers and sharing this in a timely manner, organising child-centred visits to feeder or onward schools and by organising TAC meetings with relevant professionals.

**Engaging with pupils:** Some learners with SEND can find transitions more complex than other pupils. We seek to understand the individual needs of each child in order to support them through all transition points and ensure their view on what helps is central to our planning. Oasis academies employ a range of activities to support learners with SEND during transitions. These may include school/classroom tours or open mornings, SEND induction activities, transition summer camps, social stories, key adult support, child-centred planning meetings and meet the teacher events.

**Admission of pupils with EHCPs:** In line with DfE guidance, the admission of pupils with EHCPs to Oasis academies is outside normal admissions processes, and these pupils are admitted under Section 42 of the Children and Families Act 2014.

**Preparing for adulthood:** From Year 9, all pupils with EHCPs will have additional focus on preparing for adulthood and transition planning as part of the annual review process. This planning includes support to prepare for higher education and/or employment, support to prepare for independent living, support to maintain good health and support in participating in society. As part of these preparations, all pupils with EHCPs will receive careers guidance from Year 9, either from the local authority Careers Officer or within the academy as part of the annual review process. At all stages, academies will promote a range of careers, pathways and entry levels to ensure all pupils feel valued and that their future is a positive one.



### Lever 3: Wave 1 Inclusive High Quality Teaching

Our third lever guides our academies to embed inclusive high quality teaching to secure equity of progress for learners with SEND through the following chapters:



#### Distributed leadership

For SEND practice to really make a difference in schools, a whole-school approach is required, where leadership is distributed across the school to ensure that progress for learners with SEND is secured. Learners with SEND spend more time in the classroom than anywhere else. This means that what happens in the classroom has the biggest impact on whether they will succeed.

In Oasis academies, distributed leadership is secured by clearly defining leadership roles, making clear how staff must work together and establishing systems to support effective practice. Distributed leadership supports inclusive high quality teaching by ensuring that:

- Everyone is clear on their role in supporting the progress of learners 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.

#### Every teacher a leader of SEND

At Oasis, we recognise that every teacher must see themselves as a leader of SEND in order to secure the most impactful outcomes for our learners. All teachers are supported to use preparation time, knowledge of cohorts and assessment for learning to inform pedagogical decisions in the classroom, and to embed necessary adaptations for learners with SEND at appropriate points in each lesson.

Inclusive high quality teaching does not mean doing something radically different from ordinarily great classroom practice. Instead, this is the approach we take to secure progress for all learners. Every learner has their own areas of strength and areas for development. Teachers at Oasis are supported to understand the strengths and needs of each learner and to plan to meet these through adaptive planning and responsive teaching, taking into consideration the pedagogical strands of explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and use of technology<sup>1</sup>. Teachers are provided with high quality training to support the development of adaptive planning and responsive teaching skills in all five areas of practice, to ensure that learners with SEND receive the best possible support in every classroom.

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<sup>1</sup> These five pedagogical strands are explored in depth by the Educational Endowment Fund, '[Special Educational Needs in Mainstream Schools](#)' (2021)

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## How we assess and respond

The SEND Code of Practice (2015) makes clear that:

“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. 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.”<sup>2</sup>

All Oasis academies use the Assess, Plan, Do, Review cycle to 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.

Teachers play an active role in the Assess, Plan, Do, Review process, applying the cycle in each classroom to implement additional adaptations for pupils who are at risk of underachieving, before referring to the SENDCo for additional support. Decisions about whether to make special educational provision will be made by the teacher and SENCO in consultation with the pupil and family in light of all the information gathered from within the academy about the pupil’s progress, alongside national data and expectations of progress.

See [Appendix B](#) for Oasis’s model SEND graduated approach. Each academy will adapt and localise the approach for their setting. To see an individual academy’s approach, refer to their SEND Information Report ([Appendix A](#)).

## How we identify and intervene

Paragraphs 6.28-6.35 of the SEND Code of Practice (2015) describe four broad categories of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical needs. These areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the academy needs to take, not to fit a pupil into a category. All Oasis academies identify the needs of pupils by considering the needs of the whole child. Oasis academies employ a range of tools to support with identification and intervention, including strategic seating plans, class intervention plans and Assess, Plan, Do, Review thinking frames.

In line with the SEND Code of Practice (2015), all Oasis academies keep a formal record of pupils who have been identified as having SEND, ensure parents are kept informed, and make arrangements for appropriate support through our pupil profiles

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<sup>2</sup> DfE, [SEND Code of Practice 0-25 years](#) (2015)

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and planning tools. Reasonable adjustments and exam access arrangements are considered for all pupils with SEND as part of individualised planning and review (see [Lever 2](#) of this policy for more detail).

At Oasis academies, pupils will be added to the SEND register if the following criteria are met:

- 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
- 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
- The pupil has a legally binding Education Health and Care Plan.

If a pupil requires a high level of support over a long period of time once they have been added to the SEND register, a request for a Statutory Assessment may be necessary once sufficient evidence has been gathered. Before this is considered, the academy will typically provide resources up to £6000. Academies take a flexible and child-centred approach to identification, and if a pupil is making good progress as a result of support put in place, it may be agreed with the family and child that they can be removed from the SEND register, as additional support is no longer needed. See [Appendix B](#) for Oasis's model approach to identifying and intervening with pupils.

For more information on how we intervene to support the progress of learners with SEND, see [Lever 4](#).

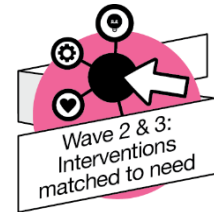
### How we secure progress

In all Oasis academies, we take careful steps to secure progress for all our learners, including those with SEND. In Oasis academies, progress for learners with SEND is secured in the following ways:

- SEND Quality of Education monitoring cycles are implemented to ensure that SENDCos, alongside senior and middle leaders, regularly review the quality of teaching and learning for learners with SEND, through lesson observations, book looks, pupil voice and data analysis.
- Individual teacher coaching and regular feedback cycles ensure that teachers are always developing their knowledge and skills about how to secure progress for all learners, including those with SEND.
- Targeted training is provided for middle leaders, teaching staff and learning support staff to ensure that all staff groups have a strong grasp of evidence-based best practice in how to secure progress for a range of additional needs.
- Appropriate exams access arrangements are put in place for learners with SEND, based on data and assessment, to ensure that they have equity of opportunity to demonstrate their learning and secure progress in assessments.

## Lever 4: Wave 2 & 3 Interventions matched to need

Our fourth lever guides our academies to deliver a robust intervention offer that meets the needs of all learners in the following chapters:



### Our SEND offer at Wave 2 and 3

Our academies map their Wave 2 and 3 offer by area of need for pupils who require additional or specialist support using the graduated response detailed in Lever 1. This builds on the universal holistic offer which will first be applied for all learners, to better understand individual needs and target focus areas for progress:

- At Wave 2, a targeted support offer ensures that academies provide swift identification and action for pupils who are struggling to make academic and pastoral progress in line with age-related expectations, adding depth to the range of interventions targeted to meet their needs.
- At Wave 3, a specialist intervention offer ensures that expert support is available for those few pupils with the most complex needs who require intensive, individualised care.

### Early interventions and intensifying support

At Oasis academies, we secure inclusion for our pupils through our graduated response using the Assess, Plan, Do, Review (APDR) cycle (see [Appendix B](#)). We use data and contextual information to proactively identify pupils who are struggling to be successful within the universal offer, and ensure we intervene as early as possible in order to diagnose any underlying needs and provide personalised input to support.

The support offered for pupils increases incrementally at every stage of the graduated response to ensure that appropriate time is given to evaluate the impact of interventions before additional changes or supplementary supports are put into place. Support may be targeted across different areas for the child including curriculum or academic input, sensory or physical or social, emotional and mental health. SENDCos work together with class teachers and take feedback from families to carefully track and monitor the progress of pupils at every stage to ensure our response is impactful.

### Engaging with specialist services

Effective co-production is an integral aspect of our work within SEND for pupils at Oasis academies. This includes a range of external professionals who will have specialist knowledge and input. Academies will commission specialist services based on their local offer from their Local Authority and services available to them. More information on an individual academy's commissioning will be found in their SEND Information Report (see [Appendix A](#)).

We will seek to work in close partnership with all relevant specialist services and ensure their views are shared with the Team around the Child and reflected in the provision we set out for our pupils with SEND. Specialist services will be sought in accordance with the graduated response and typically as part of a Wave 3 offer, once strategies and support has been applied at Wave 1 and 2.

### Statutory commitments for children with EHCs

For a few pupils, the help given by the Academy will not be enough for them to make good progress, or their provision is not sustainable within the academy's resources, and it may become necessary to make a request to the local authority for Statutory Assessment. Academies work closely with local authorities to ensure that pupils receive the correct level of support and funding. Where a request is made for Statutory Assessment, the pupil will have demonstrated significant cause for concern. The family or the academy can make a request for a Statutory Assessment.

For our learners with EHCPs, Annual Reviews are a vital aspect of our commitment to ensuring they are heard, fully responded to and making secure progress in all areas of development. We prioritise gathering and understanding the view of the child, the family and appropriate stakeholders including specialist services in a timely manner. We also commit to communicating the details of Annual Reviews or other such review points for children with EHCs effectively including the date and location of meetings.

Oasis academies follow the legal requirements for Statutory Assessments and Annual Reviews as set out in the SEND Regulations 2014 and the SEND Code of Practice 2015. We seek to work collaboratively with the Local Authority, who retain the legal responsibility for assessments as well as Annual Review process and timelines. The SENDCo, or appointed key adult within the SEND team, will serve as a key point of contact to ensure all necessary correspondence has been recorded and shared with all members of the Team around the Child. Following an Annual Review, the SENDCo will set the final recommendation, having discussed thoroughly with the team, and share such details in their report within 2 weeks of an Annual Review meeting.

### Alternative pathways

All Oasis academies are committed to ensuring learners with SEND receive support that is both tailored to their individual needs and is timely, so that we can effectively intervene to support academic, physical, social and emotional development. We recognise that for a small minority of learners with SEND the graduated support offer of Wave 1, 2 and 3 will not adequately respond to the complexity of their needs. In these scenarios we seek to work with the families and our local services to find appropriate child-centred alternative pathways to meet needs. Alternative pathways are developed by academies depending on the needs of their cohorts and local services available. Please refer to an individual academy's SEND Information Report to find out more (see [Appendix A](#)).

## Leadership roles and responsibilities

The **SENDCo** plays an essential role in SEND provision and works with the Principal, staff, families and other agencies to determine the strategic development of SEND practice at the academy. The main responsibilities of the SENDCo are:

- Overseeing the day-to-day operation of the SEND Policy.
- Maintaining an accurate and up to date SEND Register.
- Implementing child-centred planning to secure progress for pupils with SEND.
- Ensuring annual reviews for learners with EHCPs are conducted accurately.
- Working with senior and middle leaders to develop effective strategies for improved outcomes and provision for learners with SEND.
- Liaising regularly with families, external agencies, and other providers.
- Ensuring secure transitions for learners with SEND within and between phases.
- Advising on the budget required to effectively support learners with SEND.
- Overseeing assessment and arrangements for exams Access Arrangements.
- Analysing performance data that impacts on outcomes for learners with SEND.
- Training teachers to deliver inclusive high quality teaching for all learners.
- Undertaking regular monitoring/evaluation of SEND policies and procedures.
- Keeping up to date with latest updates to SEND policy and practice nationally.
- Line managing and quality assuring the effectiveness of staff working in the SEND Department, including all learning support staff.

The **Regional Director** takes on the responsibilities of the SEND governor within the SEND Code of Practice. The Regional Director (RD) must have a thorough understanding of both the SEND Policy and practice in the Academies in their region:

- Ensuring that admissions criteria do not discriminate against pupils with SEND.
- Ensuring that provision of a high standard is made for pupils with SEND.
- Ensuring that pupils with SEND have equity of access to The Oasis Entitlement.
- Ensuring that resources are allocated appropriated from the academy delegated budget to secure progress for pupils with SEND.
- Ensuring academies report to families via the academy's SEND Information Report, which is updated annually and is accessed through the website.
- Having thorough regard for the 'SEND Code of Practice' (2015) in all activities.

The **Principal** should work closely with the Academy's SENDCo. Academy management structures must enable the SENDCo's functions to be carried out effectively. The Principal should keep the Regional Director up to date with changes to SEND provision, as well as the progress made by students with SEND.

The **OCL Monitoring Standards Team** will review the SEND provision in academies as part of their monitoring work each year. Any areas for improvement will be agreed with the Principal and shared with the Regional Director so that rapid improvement can be made.



## Training requirements

The Oasis Way Leadership Development Programme provides senior leaders in our academies with training in the ethos, research background and detail of all four levers of The Oasis Way SEND policy. All new Oasis SEND leaders participate in The Oasis Way Leadership Programme as part of their induction. Ongoing training is provided by Oasis throughout the year to enhance the knowledge and skills of leaders who have completed the Leadership Development Programme.

All staff in academies receive ongoing training in all levers and chapters of The Oasis Way SEND policy through a range of localised CPD sessions led by their leadership team, as well as in National Staff Meetings led by the National Student Inclusion Leads.

Academy leaders take responsibility to identify ongoing areas of continuous professional development for their staff teams, effectively identifying specific elements of The Oasis Way to focus on for aspects of professional development at a whole school or individual level.

## Monitoring

This policy will be reviewed regularly by the National Education Team. At each review, the policy will be approved by the CEO and Directors' group.

## Links to other policies

The Oasis Way SEND Policy should also be read alongside the following Oasis policies:

- [The Oasis Way Behaviour and Pastoral Care Policy](#)
- Each academy's SEND Information Report (see [Appendix A](#))
- Each academy's Accessibility Plan (see [Appendix A](#))
- [Oasis Medical Needs and Medicines policy](#)
- [Oasis Intimate Care policy](#)
- [Oasis Exclusions policy](#)
- [Oasis Safeguarding policy](#)
- [Oasis Anti-bullying policy](#)
- [Oasis Student Equality, Diversity and Inclusion Policy](#)

## Statutory requirements

The Oasis Way SEND Policy has been written in compliance with statutory guidance and regulations issued by the Department for Education (DfE) in [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#).

## RACI Matrix

“R” for anyone who is “Responsible” for a task listed in the policy, an “A” for anyone who is “Accountable”, a “C” for anyone who must be “Consulted” under the policy and “I” for anyone who must be “Informed” about aspects of the policy.

Policy Element	Board	Leadership			Academy				Strategy & Innovation Team	
		OCL CEO	OCL CEO	Regional Director	Academy Principal	SENDCo / Inclusion lead	Teaching staff	Support staff	National leads for Inclusion	SEND NLPs
The Oasis Way SEND Policy is in line with the SEND Code of Practice (2015) and shared with leaders	A	A	A	C	C	C			R	C
The Oasis Way SEND Policy approach is understood fully across the organisation			A	A	C	C	I	I	R	C
Each academy’s individual SEND Information Report and Accessibility Plan is on academy website and shared with all staff			I	A	A	R	I	I		
Regular staff CPD takes place focusing on the individual academy’s priorities to deliver The Oasis Way SEND Policy			I	I	A	R	C	C		
Care is taken to ensure admissions policy is followed and transition of learners with SEND is secure			I	A	A	R	I	I		
Each academy’s SEND register is accurate and kept up to date with relevant information about learners with SEND			I	I	A	R	I	I		
All learners with SEND have appropriate pupil profiles and planning documents to support their progress			I	I	A	R	I	I		
SENDCos are provided with appropriate and high quality training			I	C	A	C			R	R
Each academy carefully monitors SEND provision to ensure progress is secured for learners with SEND			I	A	A	R	I	I		



## Appendix A: SEND Information Report and Local Offer links

### Primary academies

Region	SEND Information Report & Accessibility Plan	Local Offer
London & South East	<a href="#">Oasis Academy Byron</a>	<a href="#">London Borough of Croydon</a>
	<a href="#">Oasis Academy Ryelands</a>	
	<a href="#">Oasis Academy Shirley Park</a>	
	<a href="#">Oasis Academy Johanna</a>	<a href="#">London Borough of Lambeth</a>
	<a href="#">Oasis Academy Pinewood</a>	<a href="#">London Borough of Havering</a>
	<a href="#">Oasis Academy Putney</a>	<a href="#">London Borough of Wandsworth</a>
	<a href="#">Oasis Academy Skinner Street</a>	<a href="#">Medway Council</a>
	<a href="#">Oasis Academy Hadley</a>	<a href="#">London Borough of Enfield</a>
Bristol	<a href="#">Oasis Academy Bank Leaze</a>	<a href="#">Bristol City Council</a>
	<a href="#">Oasis Academy Connaught</a>	
	<a href="#">Oasis Academy Long Cross</a>	
	<a href="#">Oasis Academy Marksbury Road</a>	
	<a href="#">Oasis Academy New Oak</a>	
Midlands	<a href="#">Oasis Academy Woodview</a>	<a href="#">Birmingham City Council</a>
	<a href="#">Oasis Academy Boulton</a>	
	<a href="#">Oasis Academy Foundry</a>	
	<a href="#">Oasis Academy Hobmoor</a>	
	<a href="#">Oasis Academy Short Heath</a>	
	<a href="#">Oasis Academy Blakenhale Infants</a>	
	<a href="#">Oasis Academy Blakenhale Juniors</a>	
	<a href="#">Oasis Academy Warndon</a>	<a href="#">Worcestershire County Council</a>

Lincolnshire	<a href="#">Oasis Academy Henderson Avenue</a>	<a href="#">North Lincolnshire Council</a>
	<a href="#">Oasis Academy Parkwood</a>	
	<a href="#">Oasis Academy Nunsthorpe</a>	<a href="#">North East Lincolnshire Council</a>
Sheffield	<a href="#">Oasis Academy Firvale</a>	<a href="#">Sheffield Council</a>
	<a href="#">Oasis Academy Watermead</a>	
	<a href="#">Oasis Academy Don Valley</a>	
Greater Manchester	<a href="#">Oasis Academy Aspinal</a>	<a href="#">Manchester City Council</a>
	<a href="#">Oasis Academy Temple</a>	
	<a href="#">Oasis Academy Harpur Mount</a>	
	<a href="#">Oasis Academy Limeside</a>	<a href="#">Oldham Council</a>
	<a href="#">Oasis Academy Clarksfield</a>	
	<a href="#">Oasis Academy Broadoak</a>	<a href="#">Tameside Council</a>

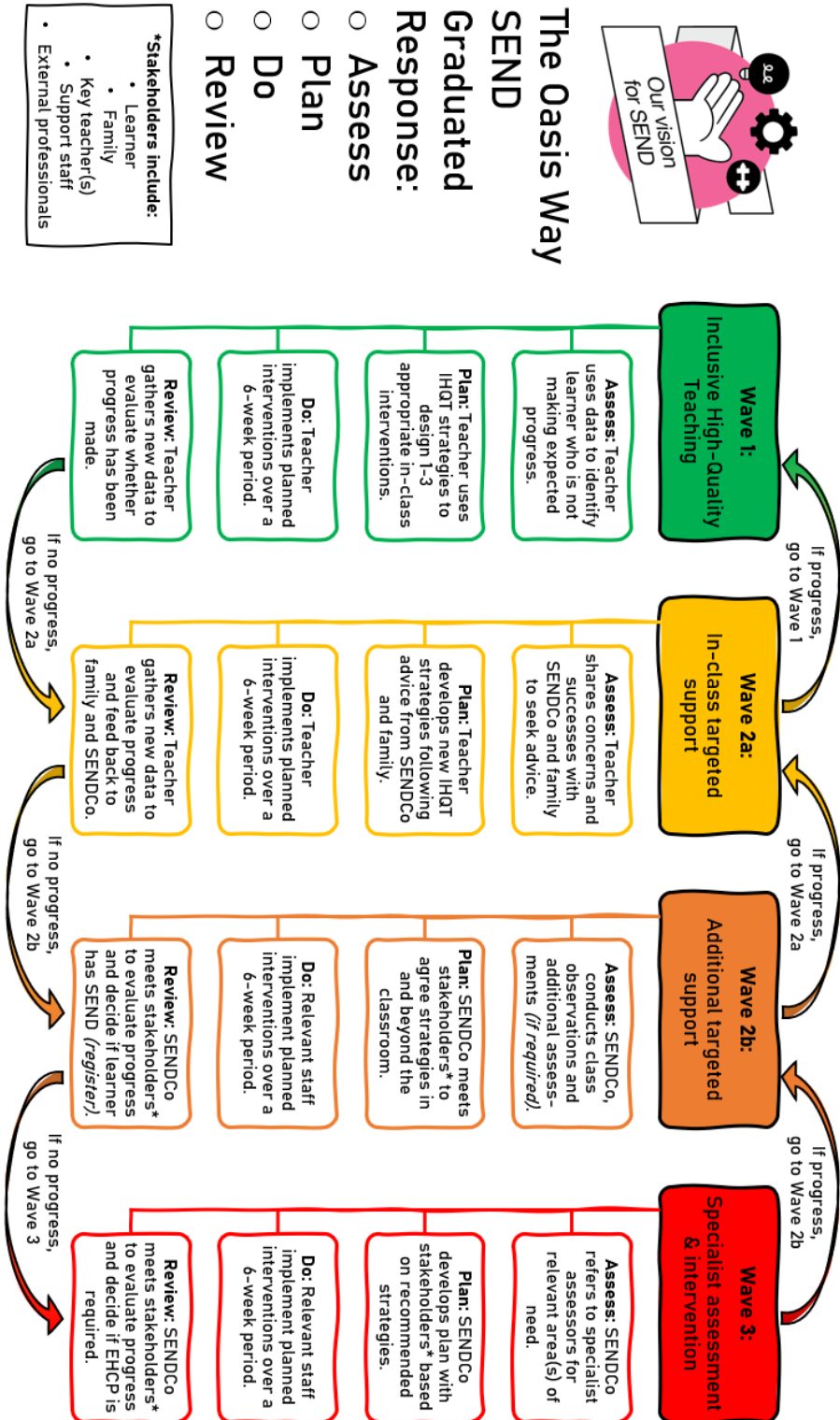
### Secondary academies

Region	SEND Information Report & Accessibility Plan	Local Offer
London	<a href="#">Oasis Academy Arena</a>	<a href="#">London Borough of Croydon</a>
	<a href="#">Oasis Academy Coulsdon</a>	
	<a href="#">Oasis Academy Shirley Park</a>	
	<a href="#">Oasis Academy Southbank</a>	<a href="#">London Borough of Lambeth</a>
	<a href="#">Oasis Academy Silvertown</a>	<a href="#">London Borough of Newham</a>
	<a href="#">Oasis Academy Enfield</a>	<a href="#">London Borough of Enfield</a>
	<a href="#">Oasis Academy Hadley</a>	

Southampton	<a href="#">Oasis Academy Lord's Hill</a>	<a href="#">Southampton City Council</a>
	<a href="#">Oasis Academy Mayfield</a>	
	<a href="#">Oasis Academy Sholing</a>	
Bristol	<a href="#">Oasis Academy Brightstowe</a>	<a href="#">Bristol City Council</a>
	<a href="#">Oasis Academy Brislington</a>	
	<a href="#">Oasis Academy Daventry Road</a>	
	<a href="#">Oasis Academy John Williams</a>	
	<a href="#">Oasis Academy Temple Quarter</a>	
Greater Manchester	<a href="#">Oasis Academy Leesbrook</a>	<a href="#">Oldham Council</a>
	<a href="#">Oasis Academy Oldham</a>	
	<a href="#">Oasis Academy MediaCity UK</a>	<a href="#">Salford Council</a>
Lincolnshire	<a href="#">Oasis Academy Immingham</a>	<a href="#">North East Lincolnshire Council</a>
	<a href="#">Oasis Academy Wintingham</a>	
Bradford	<a href="#">Oasis Academy Lister Park</a>	<a href="#">Bradford City Council</a>
Sheffield	<a href="#">Oasis Academy Don Valley</a>	<a href="#">Sheffield Council</a>

## Appendix B: The Oasis Way SEND graduated response model

All Oasis academies are expected to develop a SEND graduated response flowchart to appropriately assess and respond to the needs of pupils. This example is designed to support academies to develop their own pathway:



## Document Control

### Changes History

Version	Date	Owned and amended by	Recipients	Purpose
1.7	30.08.24	Elizabeth Rhodes and Ebru Karatufek	All OCL Principals	Updated policy
1.7	03.09.2024	Elizabeth Rhodes and Ebru Karatufek	Compliance, Policy and Legal Directorate	For review and feedback
1.7	November 2024	Elizabeth Rhodes and Ebru Karatufek	Compliance, Policy and Legal Directorate	For upload

### Policy Tier

- Tier 1
- Tier 2
- Tier 3
- Tier 4

### Owner

Elizabeth Rhodes and Ebru Karatufek

### Contact in case of query

Elizabeth Rhodes, Secondary National Lead for Student Inclusion – [Elizabeth.Rhodes@oasisuk.org](mailto:Elizabeth.Rhodes@oasisuk.org) or Ebru Karatufek, Primary National Lead for Student Inclusion – [Ebru.Karatufek@oasisuk.org](mailto:Ebru.Karatufek@oasisuk.org)

### Approvals

This document requires the following approvals.

Name	Position	Date Approved	Version
John Barneby	CEO, OCL		
National Directors' group		04/11/2024	V1.7

### Position with the Unions

Does the policy or changes to the policy require consultation with the National Unions under our recognition agreement?

- Yes
- No

If yes, the policy status is:

- Consulted with Unions and Approved
- Fully consulted (completed) but not agreed with Unions but Approved by OCL
- Currently under Consultation with Unions
- Awaiting Consultation with Unions

Date & Record of Next Union Review
Not applicable

### Location

Tick all that apply:

- OCL website

*Special Educational Needs and Disabilities Policy*  
V1.7

*Elizabeth Rhodes and Ebru Karatufek / November 2024*

- Academy website
- Policy portal
- Other: state

**Customisation**

- OCL policy
- OCL with an attachment for each academy to complete regarding local arrangements
- Academy policy
- Policy is included in principals' annual compliance declaration

**Distribution**

This document has been distributed to:

Name	Position	Date	Version