



The Oasis Way

Oasis Academy Foundry

SEND Handbook

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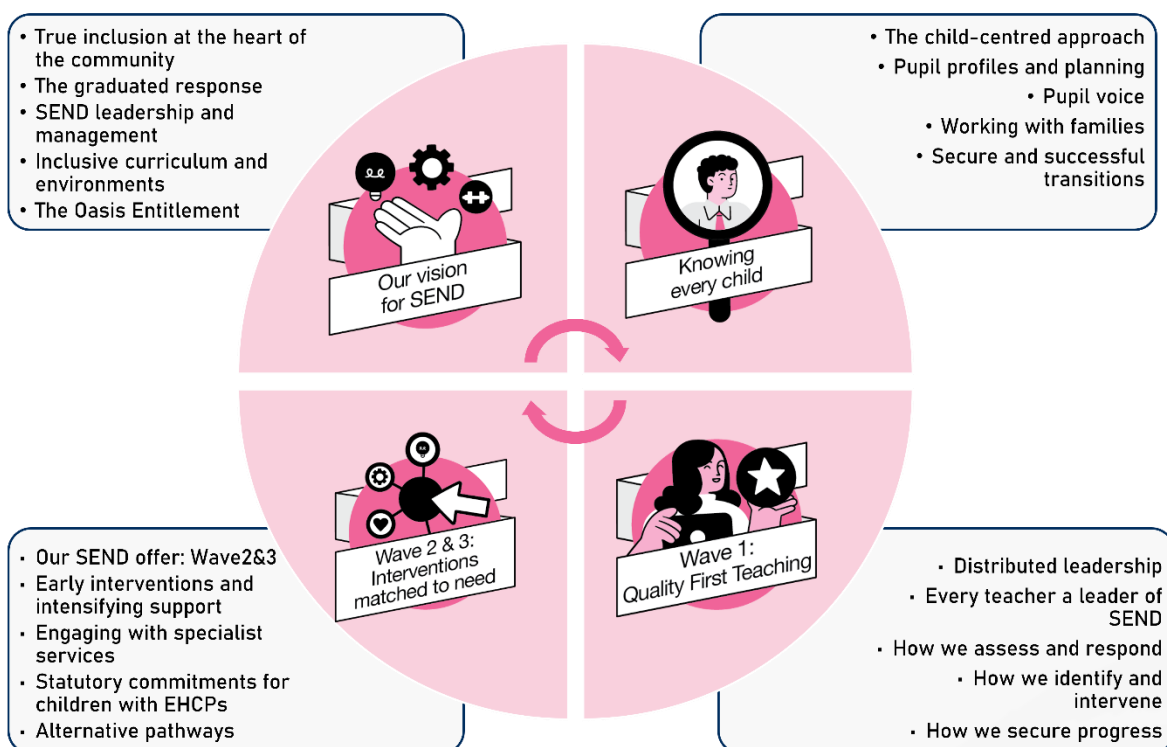
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The Oasis Way SEND Handbook Intent

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 Foundry, 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 [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 Foundry

At Oasis Academy Foundry, 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.

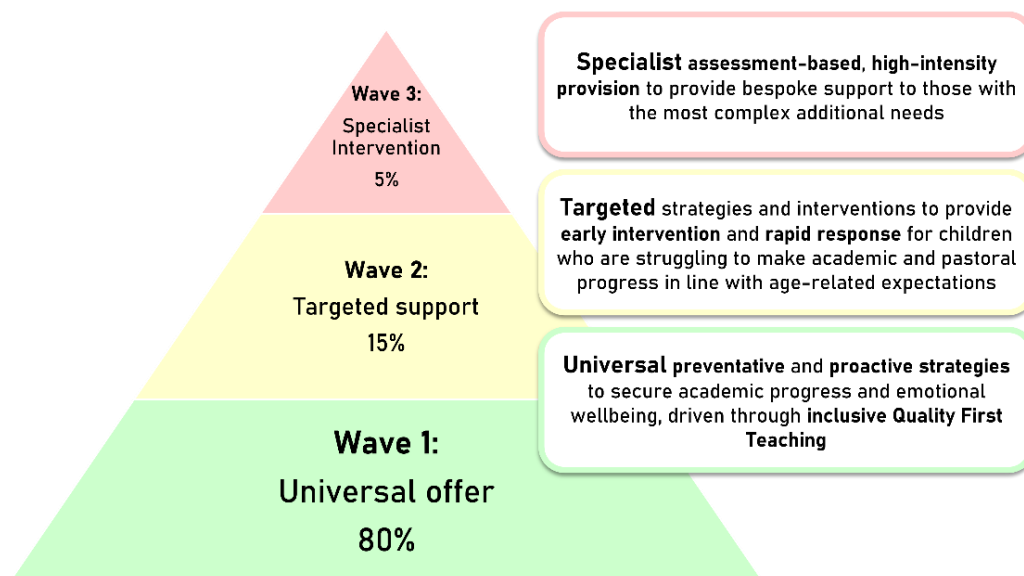
These principles guide us to create an academy vision that will secure true inclusion for children with SEND at the heart of our community:

Our Foundry approach to SEND aspires for true inclusion at the heart of the community. We aspire to support staff at all levels to achieve genuine inclusion wherever possible, rather than exclusion, segregation or provision in separate classrooms, to reflect the Oasis mission and values. This means that we need to offer equity, rather than equality, adjusting our academy offer to meet children where they are at and provide enhanced support for those who need it, within all stages of our graduated response.

2. The graduated response at Oasis Academy Foundry

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:



The content in levers 1, 2 and 3 outlines our universal offer for pupils with SEND. For further detail about our Academy offer at each wave, see Lever 4: Wave 2 & 3 Interventions matched to need.

3. SEND leadership and management at Oasis Academy Foundry

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"> • <i>The SENCo reports to ALT on key metrics each half-term.</i> • <i>Learning walks with senior leaders is conducted each term.</i> • <i>SEND priorities are reflected in the LOP and reviewed termly.</i>
Working with middle leaders	<ul style="list-style-type: none"> • <i>The SENCo delivers termly training to subject leaders.</i> • <i>Joint learning walks with the subject leaders and the SENCo take place termly.</i> • <i>Subject leaders are supported to analyse and respond to SEND outcomes and develop subject action plans each term by the SENCo.</i> • <i>Middle leaders are supported to create one-page subject overviews which include inclusive environments and adaptations that are expected to be seen as part of high quality first teaching.</i>
Working with teachers	<ul style="list-style-type: none"> • <i>CPD focusing on SEND is delivered twice per half-term</i> • <i>The SENCo provides half-termly feedback to teachers, following learning walks, work scrutiny and individual child observations.</i>

	<ul style="list-style-type: none"> • <i>The SENCo works closely with additional staff who support and deliver pastoral and specialist provision for pupils with SEND half termly.</i> • <i>A SEND focused workshop takes place each half-term.</i>
Leading the SEND team	<ul style="list-style-type: none"> • <i>The SEND team meet fortnightly to discuss next steps and direct work.</i> • <i>CPD bespoke to the SEND team is delivered half-termly, in addition to the SEND CPD for all staff.</i> • <i>Feedback to the SEND team is provided fortnightly.</i> • <i>The SENCo provides guidance and training on accurate assessment of SEND pupils and on evaluating the impact of provisions.</i>

4. Inclusive curriculum and environments at Oasis Academy Foundry

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:

Aspect	Considerations
Lighting	Natural lighting is used where possible to ensure we are compliant with health and safety regulations. Similarly, all classrooms are fitted with blinds to combat any glare caused by natural light. Additionally, all Powerpoint lessons have a yellow-toned background to reduce visual stress on learners' eyes.
Sound	Staff utilise their behaviour management and shared language to ensure their classrooms are at an appropriate noise-level to minimise disruptions. Leg chair protectors are in place to reduce noise levels across classrooms. Similarly, pupils with sensory needs to noise a provided with ear defenders. For pupils with hearing impairments, staff are trained in supporting pupils with hearing aids by understanding how to handle the equipment e.g. moving the device, changing the batteries and placing the device back on the pupil.

Sensory supports	Similarly, pupils with sensory needs may be provided with fidget toys, wobble cushions, weighted blankets, slanted boards, pencil toppers and more, to provide sensory feedback to the pupil. Staff continue to work alongside the Inclusion Lead to develop a plan for that specific pupil's needs and will agree this with the pupil and their parent's/carer's input.
Regulation supports	All classrooms have a 'reading corner' which is jointly utilised as a 'calm corner'. This corner has several resources including a check in station, widgets to support with identifying emotions and tools to support children to get back into the green zone of regulation such as: through breathing techniques, anxiety calming strategies and mindfulness resources. All children have access to a sensory room outside of the classroom to support with emotion regulation.
Room layout and organisation	We are considerate of room layouts, organisation and seating plans across all classrooms. This is to ensure we maximise space, where possible, so that pupils feel free, and it reduces stress. Cabinets and drawers are clearly labelled, with Widget symbols utilised where appropriate. An environment audit is conducted termly to ensure high standards are maintained and clutter-free. This ensures that cognitive and sensory overload are kept to a minimum.
Clear expectations	Consistency is key to pupils' success and staff will use a shared language, revolving around high expectations, active listening skills and our Oasis 9 habits. These expectations begin from EYFS all the way to Y6. These expectations are reinforced during small interactions throughout the school day and shared termly in assemblies, to remind all pupils of our expectations. Our Foundry approach can be articulated and demonstrated by all pupils.
Displays and working walls	At Foundry, we have a clear and consistent approach to our displays and working walls, ensuring that cognitive overload is kept to a minimum. As a result, displays contain content that is relevant to the pupils' learning, with the aim of supporting recall and act as a tool to facilitate pupils with their learning. During the environment audit, working walls will be checked to ensure that they meet the criteria set out in our policy.
Building belonging	In our academy, we always use a restorative relational approach to behaviour, with our 9 habits weaved into restorative conversations with our pupils. Staff ensure that pupils can separate the negative behaviours from the pupils' identity. For example, you are a kind and considerate child and

	<p>you have made a negative choice that can be fixed. This ensures that the child can reflect on what could be done differently next time and the bridge the relationship between the child and the adult, so the child understands that they are still valued and belong, despite their choice.</p> <p>When addressing negative behaviour, staff will always ensure restorative justice happens to address the negative behaviour, reflect on what could be done differently next time and then bridge the relationship between the child and the adult involved so the child understands that they are still valued and belong despite their behaviour.</p>
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We quality assure the inclusivity of our curriculum and environments using The Oasis Way Inclusive Curriculum and Environments checklist: [Inclusive Classroom checklist.docx](#)

5. The Oasis Entitlement at Oasis Academy Foundry

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.</p> <p>We provide the following pathways to mental health support for pupils with SEND.</p> <ul style="list-style-type: none"> • Quality First Teaching [Wave 1] • Access to pastoral staff with mental health training [Wave 2] • Emotional Literacy Support Assistant (ELSA) – bespoke 1:1 sessions addressing identified need [Wave 2] • Lego Therapy (Wave 2) • Nurture groups and social skills provision during breaktime and lunchtime [Wave 2] • FTB (Forward Thinking Birmingham) involvement [Wave 3]

	<ul style="list-style-type: none"> • Beacon and Educational Psychologist support and recommendations (Wave 3) • Please refer to the SEND information report.
Pupil leadership and pupil voice activities	<p>Pupils with SEND may be overlooked or lack the confidence to apply when pupil leadership roles are made available, particularly if pupils are asked to self-nominate through formal application processes.</p> <p>We remove barriers to leadership roles for pupils with SEND by ensuring the application process is clear and accessible.</p> <p>Likewise, when conducting pupil voice, we ensure SEND children have equal opportunities. These activities always take place in a familiar environment with a key member of staff who these children have a positive relationship with. Barriers are carefully considered, and adaptations made to ensure we are able to gain their accurate views and opinions.</p>
School productions, sports teams, music lessons and after-school clubs	<p>We carefully track and monitor the engagement of pupils with SEND in school productions, sports teams, music lessons and after-school clubs to ensure that they are supported to participate fully in enrichment activities to build belonging, develop skills and increase wellbeing.</p> <p>We do this by analysing half-termly registers to identify SEND children attending and to identify specific children to invite to these opportunities.</p>
Residential trips, educational visits and careers opportunities	<p>Pupils with SEND often experience barriers to accessing residential trips, visits and careers pathways.</p> <p>We use data to track and monitor the participation of pupils with SEND in these opportunities and work with families to ensure they are fully informed every step of the way; their concerns are listened to and proactive measure put in place.</p>

Lever 2: Knowing every child

6. The child-centred approach at Oasis Academy Foundry

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:

7. Pupil profiles and planning at Oasis Academy Foundry

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
Pupil Passports	Pupil passports are a great tool used to get to know pupils better. They are precise and provide clear information on what is important to the pupil and how they can be supported most effectively. This is a holistic and strengths-based approach, which focuses on the child's interests and strengths, rather than what they struggle with.	All members of staff have access to this tool. The reason we use this tool is to provide an accurate view of the child, so every member of staff knows what works for them. 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.
Individual Target Plans (ITPs)	At Oasis Academy Foundry, our Individual Target Plans (ITPs) hold all the small steps to learning, which we want specific children to achieve. These targets are fluid,	Class teachers identify the specific child's target and put a provision in place to enable them to meet that target. Entry data is gathered to assess their starting point before

	flexible and personalised to each child's individual need. All children who have an ITP are on the SEND register and their parents/ carers are aware of this. Their child's ITP is shared digitally via Showbie so that the pupil, parents and relevant staff have instant access to the ITP. At key points throughout the year to keep them in the loop with the progress their child is making.	the provision begins. After 6 weeks, on a cycle of 'Assess, Plan, Do, review' (APDR), the same baseline is repeated to gain exit data to measure whether progress has been made. If the target has been met, the child's class teacher will continue to revisit this target to ensure it's in their long-term memory, and a new focus will be given to allow them to move on.
Seating Plans	Seating plans are regularly revisited by the children's class teacher as we know that relationships are constantly evolving in addition to individual circumstances. These plans are always in a central and easily identifiable location for adults to refer to.	This document is used to ensure consistency between adults and is used to hold the children accountable. Seats have been decided by the child's class teacher, in conjunction with the inclusion team, to ensure each child gets what is best for them and that their needs are met.
PEEP (Specific Pupils)	A bespoke escape plan for individuals who may be unable to reach a point of safety unaided, or within an adequate amount of time, during an emergency. It details additional assistance or special arrangements so the individual – and all around them – are aware of what they need to do to aid safe evacuation.	The plan is shared and signed by the principle, parent, designated adult, and class teacher. The plans are used by staff to support individual children in the case of an emergency. The reason for the plan and route of evacuation from the classroom is clear. The plan is shared and signed by the Principal, Parent, Designated Adults to assist in the emergency and class teacher.
Individual positive handling risk Assessment	A positive handling plan is a bespoke document set for a specific individual who requires physical intervention when it comes to their needs and behaviour. The plan	Staff use the document, so they are aware of known triggers, topography of behaviour, Preferred Supportive and Intervention Strategies, Praise Points /

s (Specific Pupils)	ensures you document what works well for that child and sets out a plan to ensure this pupil receives the support they need.	Strengths, Medical conditions that should be considered, Preferred Handling Strategies, Debriefing process following the incident and recording, and notifications required. These are then signed by the parent and principle.
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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 Passports:

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 saved in a shared and secured Powerpoint on our Foundry SharePoint. A hard copy is kept in each classroom, accessible via the teacher's noticeboard.
How to use them	We gain pupil views for their likes, strengths, what's important to them, hopes for the future, strategies to help with learning, strategies to help with emotions and people who are important to them to inform the writing of their individual learner profiles. These are used as a tool to provide all staff with personalised information about the child and how best to support them within the classroom.
How we review impact	Pupil passports are reviewed termly to ensure that the information remains relevant, up to date and to ensure the child receives the appropriate support.
How often they are updated	Pupil Passports are a working document that can be updated as frequently as required. They are reviewed at least every term. The information must remain as an accurate representation of the child.

Individual Learning Plans:

We use Individual Target Plans (ITPs) to track the progress of individual pupils who are on the SEND register. Our ITPs 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 ITPs 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 ITPs to secure progress for pupils with SEND:

Where to find them	ITPs are currently located on the Birmingham Toolkit Tracker, which are then populated into the learner's individual Showbie folders for Literacy and/or Maths. They are attached the children's Showbie account in the intervention folder.
How to use them	ITMs are used a tool to record all the small steps to learning which we want specific children to achieve. These targets are fluid, flexible and personalised to each child's individual need.
How we review impact	ITPs are reviewed at least termly to ensure that the targets set remain up to date and relevant to ensure the child is making progress.
How often they are updated	ITPs are a working document that can be updated as frequently as required and at least termly to ensure that the targets remain pertinent to the child and their specific needs.

8. Pupil voice at Oasis Academy Foundry

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
Pupil views document	To support additional or alternative provision for children with specific needs, we gain their views to ensure that our approach is child centred.
SEND pupil voice panels	To build a clear picture of the lived experience of pupils with SEND in our academy a series of pupil panel conversations take place that allow us to seek genuine

	feedback from pupils about their experience of belonging in our academy. Feedback is shared with SALT and next steps are acted upon.
Subject leader pupil voice	Subject leader's complete pupil voice conversations that allow us to seek genuine feedback from pupils about their skills, knowledge and experience of their subject area. Feedback is shared with SALT and next steps are acted upon.

9. Working with families at Oasis Academy Foundry

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 Foundry, we use the following solutions-focused approaches to amplify the voices of families and ensure co-production:

Approach	Description
MAPS	Map Action Planning System: We use MAPS when establishing a relationship with a child, if a child is new to a school, at a transition point or if they are newly in receipt of SEND support. MAPS supports us to create a positive dialogue with the child and

	family. It encourages collaborative, positive and solution-focused thinking by centring the story of the child, their dreams, fears, strengths and needs.
Team Around the Child (TAC) meetings	There will be a variety of reasons why practitioners need to plan a team around the child (TAC meeting). A child may have many professionals working with them, and a TAC meeting can help to plan support effectively without duplication or overwhelming a family.
Person centred planning (PCP) meeting	Termly Person-Centred Planning meetings take place with the class teacher, parent and SENDCo. During the meeting, the child's Pupil Passport and ITPs are shared and quality assured. We share what we've tried, what we've learnt, what we are pleased about and next steps for how we can make the provision, support and care for the child even better.

10. Secure and successful transitions at Oasis Academy Foundry

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
Home visits for all reception children.	Provides opportunity for parents to talk to key staff in the comfort of their own home on a one-to-one basis. Allows parents and children to meet the child's key workers. To help educators to know the families before they start school.
EYFS parental welcome meetings.	Parents have the opportunity to visit the school, meet the senior leadership team and key staff working with their child and the SENDCo. It also allows them to familiarise themselves with the pedagogy of our EYFS school expectations, attendance, and the support the school offers in relation to SEN.
Enhanced transitions between year groups.	Provides opportunities for children to meet their new class teacher and any supporting adults that will be working with them. It allows children to familiarise themselves with their new learning environment and how to get to key areas of the school from their classroom (i.e. toilets, hall, playground). Provides staff with the opportunity to build a relationship and get to know the children they will be working with the next academic year.

Enhanced transitions for year 6 to 7.	The academy SENDCO will meet with the parent and SENDCo from the receiving school to discuss the child's needs and what the provision will look like and to ensure that SEN provision plan on accurate. Additional documents such as intimate care, positive handlings, risk assessments, Peeps and behaviour plans and EHCP/SSP are shared. The SENDCo from the receiving school will also have the opportunity to discuss what the SEN provision will look like when they start the new school. E.g. key staff, transition between lessons, lesson support, before and after school clubs, outbreak rooms, sensory rooms, lunchtime support. The new SENDCo will also have the opportunity to discuss other key information to help prepare the child and transition before they start secondary school e.g. communication channels, visual timetables, pastoral support and outside agency support.
Teacher transition meetings.	Provides the opportunity for teachers to share information regarding the children they have taught this academic year to support the next teacher in their high-quality inclusive practice. Assessment data, pupil profiles, IPMs and any other essential documents such as intimate care plans, risk assessments, medical needs/plans, EHCP/SSPPs and behaviour plans are shared to ensure that appropriate provision is in place and continuity with approaches. The SENDCo is also a part of the transition meeting to ensure that

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
Termly multi agency planning meetings	All multi agencies who are available e.g. PSS, CAT, EP, SALT and OT meet with the SENDCo and when possible, the principle to discuss the children on the SEN register who have or are in the process of receiving an SSPP or EHCP following the graduated approach. New pupil referrals are discussed and dates, times and next steps for these pupils are organised. New pupils who require enhanced provision are also discussed.
Annual reviews	All external agencies working with the pupil are invited to the review. The current class teacher and other adults working with the child is invited alongside the new class teacher or new school are also invited.

	The current outcomes are reviewed, and new targets are set and agreed.
Communication through Teams meetings, in person meetings, emails.	Key updates, parental requests or questions are addressed, shared, and discussed and through the communication channel most appropriate and next steps, times and dates of next visits are made.

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

Strategy	How it supports transition
Enhanced transitions between year groups.	Provides opportunities for children to meet their new class teacher and any supporting adults that will be working with them. It allows children to familiarise themselves with their new learning environment and how to get to key areas of the school from their classroom (i.e. toilets, hall, playground). Provides staff with the opportunity to build a relationship and get to know the children they will be working with the next academic year.
1:1 enhanced transition	Pupils who require enhanced provision due to their SEN needs, are provided with an additional 1:1 session with their new class teacher and support staff. During this time, the current pupil profile can be updated. This gives the child an opportunity to play a game or completes an activity which helps build the teacher child relationship. Time will be given to reassure the child about what their new year group will look like and to ask/answer any questions needed. The child will be given an opportunity to use their Ipad to take pictures of key areas/staff which will support with their transition.
Year 6 to year 7	Children will be welcomed to additional transitional visits to their new secondary school.

Lever 3: Wave 1 Inclusive High Quality Teaching

11. Distributed leadership at Oasis Academy Foundry

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 Foundry, 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	Strategic responsibility for SEND. Overall responsibility for intent, implementation, and impact.	Hold senior leaders, middle leaders and SENDCo to account for the quality of SEND provision.	Routine review meetings with senior leaders and SENDCo.
Senior leaders	Monitoring of SEND provision and pupil progress. Data analysis and evaluation of impact. Integral focus on SEND in all lesson observations.	Provide support and challenge to middle leaders.	Pupil progress meetings.
SENDCo	Coordination of SEND provision and deployment of staff. Monitoring of SEND provision and pupil progress. Data analysis and evaluation of impact.	Use analysis of data to inform future allocation of resources.	SEND Quality of Education monitoring cycle.

	Integral focus on SEND in all lesson observations.		
Middle leaders	Monitoring of pupil progress. Monitoring of IHQT and provision for children with SEND. Integral focus on SEND in all lesson observations.	Quality assures high quality inclusive teaching.	Pupil passport guidance.
Classroom teachers	Delivery of IHQT. Target setting. Monitoring progress of individual pupils. Monitoring of interventions.	Plan and deliver targeted classroom interventions for pupils not making progress.	Use of Insight / Progress Teaching to analyse data and identify pupils. E.g. Class intervention plans.
Support staff	Delivery of interventions. Collation of data against targets and outcomes.	Deliver interventions following guidance, recording and tracking their delivery.	Use of Insight / Provision Map to record and track interventions within data deadlines.

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

Class intervention plans

Senior leaders	To provide support and challenge to middle leaders and class teachers.
SENDCo	To provide support and challenge to middle leaders and class teachers. Quality assures class intervention plans.
Middle leaders	To provide support and challenge to class teachers.
Classroom teachers	To deliver class interventions and record and track the delivery. Create alongside phase leader and SENDCo class intervention.
Support staff	To deliver class interventions and record and track the delivery.

1. Adaptive planning and responsive teaching

Senior leaders	To provide support and challenge to middle leaders and class teachers.
SENDCo	To conduct learning walks and monitor progress for SEND pupils across all subjects and alongside middle leaders.
Middle leaders	To observe and monitor that learning is scaffolded to meet pupils' needs, in-line with the strategies outlined in their Pupil Passports and ITPs.
Classroom teachers	To ensure a strategic seating plan is in place, embed top IHQT strategies and scaffold learning to meet the needs of all learners.
Support staff	To adapt resources during and post teaching, to ensure that pupils can access the learning.

2. CPD to support SEND learners

Senior leaders	To ensure that the CPD calendar has a broad range of SEND CPD which develops
SENDCo	To deliver SEND related CPD, based on the SEND priorities of the academy and to liaise with external professionals who can deliver bespoke SEND CPD on a variety of SEND needs.
Middle leaders	To deliver subject specific CPD and incorporate strategies that will benefit SEND learners as well.
Classroom teachers	To implement and embed CPD strategies from the SENCo and middle leaders.
Support staff	To support the classroom teacher in implementing and embedding CPD strategies that support SEND learners.

3. Pupil passports

Senior leaders	To provide support and challenge to middle leaders and class teachers.
SENDCo	To support and challenge classroom teachers and support staff.
Middle leaders	To support and challenge classroom teachers and support staff.
Classroom teachers	To update Pupil Passports termly and jointly with the SEND learner, parents and support staff in a holistic approach. To share updated Pupil passports with parents during parent consultation meetings.
Support staff	To support the classroom teacher in capture pupil views and outlining strategies that best support the SEND learner to achieve the targets.

4. Individual Target Plans (ITPs)

Senior leaders	To provide support and challenge to middle leaders during their monitoring cycle. To provide support and challenge class teachers during pupil progress meetings.
SENDCo	To monitor and ensure that SEND learners are achieving their targets making small step progress each term. To attend PPMs alongside other senior leaders and support and challenge class teachers.
Middle leaders	To support and challenge classroom teachers and support staff.
Classroom teachers	To plan interventions that meet SEND learners' individual targets throughout each half-term. To monitor the progress of SEND learners' targets and work alongside support staff to highlight targets achieved as and when. To accurately reassess pupils on the Toolkit Tracker each term.
Support staff	To deliver interventions as outlined by the classroom teacher and feedback into the planning process of interventions and termly assessment cycle. To ensure interventions are logged as and when they take place.

5. Annual reviews

Senior leaders	To support and challenge the SENCo in ensuring that annual reviews take place.
SENDCo	To conduct annual review meetings and involve the pupil, parents, relevant staff and external agencies in the review process.
Middle leaders	To ensure that subject specific targets and progress are highlighted during the annual review process.
Classroom teachers	To work alongside the SENCo and feed into the annual review cycle and support plan for the SEND learner.
Support staff	To feed into the support plan for the SEND learner.

12. Every teacher a leader of SEND at Oasis Academy Foundry

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:

1. **Relational behaviour management:** consistent routines and strong relationships with pupils are vital for creating purposeful and safe learning environments. Our training focuses on least-intrusive and relational behaviour management strategies built on a foundation of respect and recognition. Our *Signature Strategies* define how we make our classrooms safe and consistent for our pupils, so that all are able quickly and calmly to settle to learn.
2. **Explicit Instruction ('I Do')**
 - **Clear learning objectives:** Setting challenging learning goals for all pupils to give the lesson clear direction.
 - **Think aloud (& dual coding):** Staff orate the thinking process using metacognitive language verbally and visually to support pupils with cognitive flexibility and organisational planning.
 - **Chunk and sequence:** Staff break-down new learning into bite-sized chunks so that learners can access it efficiently, accelerating progress.
3. **In-class Assessment ('We Do')**
 - **Cold Call:** Staff check understanding by directly questioning a range of targeted pupils throughout the lesson, using Pose, Pause, Pounce, Bounce.
 - **Show Me:** Pupils use mini whiteboards (or iPads) to carry out whole-class assessment so that staff can check where all pupils are in their learning and address misconceptions in the moment.
 - **Retrieval Practice:** Staff will regularly quiz the core knowledge of pupils to build long-term memory.
4. **Independent Practice ('You Do')**
 - **Accessible for All:** Staff will ensure all learners are able to access the independent practice task through carefully planned models and scaffolds.

- **Scaffolds:** Staff will provide structured guidance to pupils, pitched at the appropriate level, that will support them to successfully meet the demands of the independent practice task.
- **Intentional Monitoring:** Staff will circulate the room throughout lessons using a pre-planned route to check for engagement, progress, and misconceptions and to provide individualised feedback.

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	Our academy CPD offer for SEND
Whole-staff CPD	<ul style="list-style-type: none"> - Autism Base Level 1 Training - CAT - Provision Mapping for SEND Pupils via Insight Tracker - Asthma, Allergy and Epilepsy Training - IHQT
Small-group CPD	<ul style="list-style-type: none"> - ECT Introduction to SEND - Total Communications - Objects of Reference - Pictorial Exchange Communication System (PECS) – Level 1 Training - Early Support Developmental Journals (ESDJ) – Assessments.
Individual teacher development	<ul style="list-style-type: none"> - Occupational Therapy (OT) Champion course - Attention Bucket - The Oasis Way Training for SEND and Behaviour

13. How we assess and respond at Oasis Academy Foundry

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	- Data from previous academic years to analyse trends and identify areas that require additional support
In-class data	- End of unit assessment data - MTC progress data - Writing TAFs
Curriculum assessments	- Pre and post unit assessment via SmartGrade - Pre and post unit maths assessments via Maths.co.uk - Writing TAFs
Targeted assessments	- ITP data - ESDJ data - Intervention logs – pre and post intervention data - Pastoral data

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 three cycles of Assess, Plan, Do, Review will be completed as part of our assessment process before a learner is added to the SEND register:

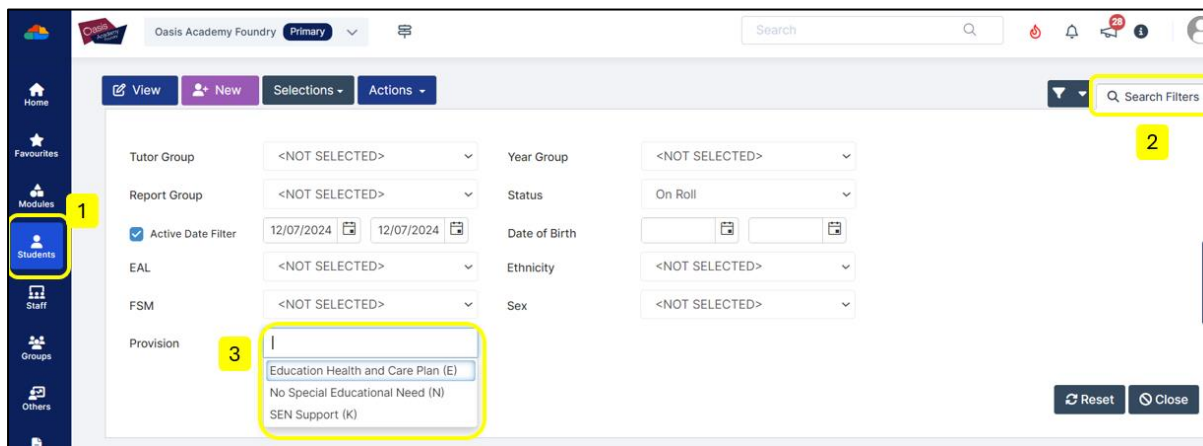
Cycle 1	Teacher led through intentional and targeted use of Wave 1 IHQT strategies
Cycle 2	Teacher led through Wave 1 IHQT following advice from SENDCo & family
Cycle 3	SENDCo directed Wave 1 and 2 interventions following observation, assessment and consultation with child and family

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

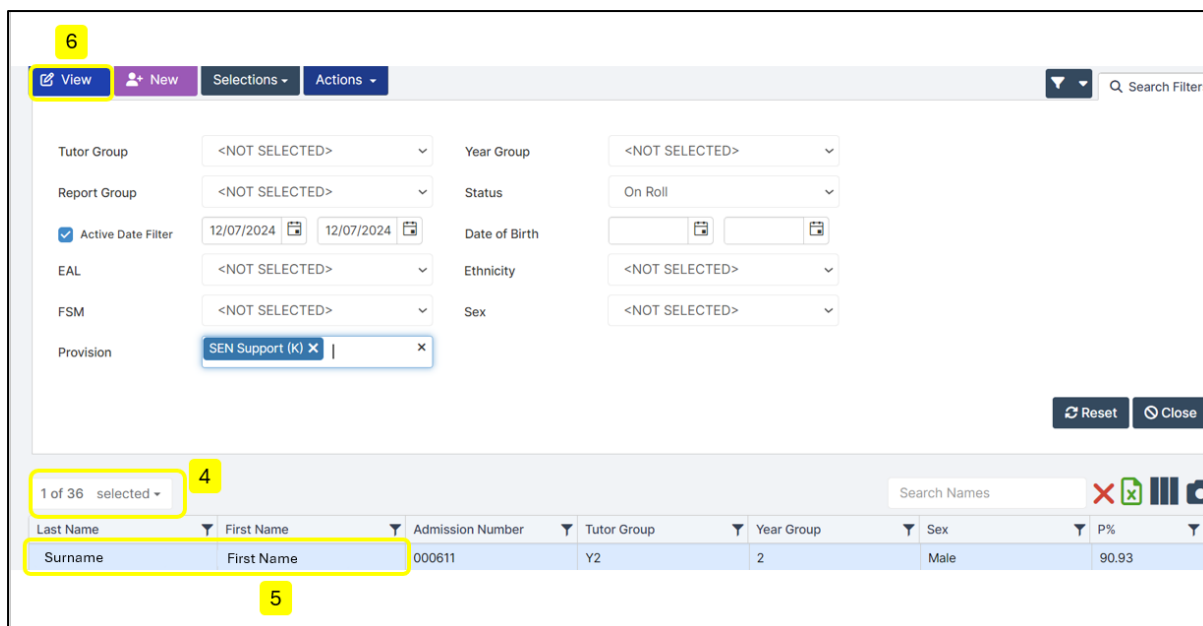
1. **Three cycles of Assess, Plan, Do, Review** have demonstrated the need for continued provision that is **additional to or different from** the universal offer; and/or
2. The pupil has a **formal diagnosis of an additional need** (e.g. *ADHD, hearing impairment, etc.*) that staff need to know to provide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

Staff can find our SEND register to gather information about their learners with additional or special educational needs via BromCom.

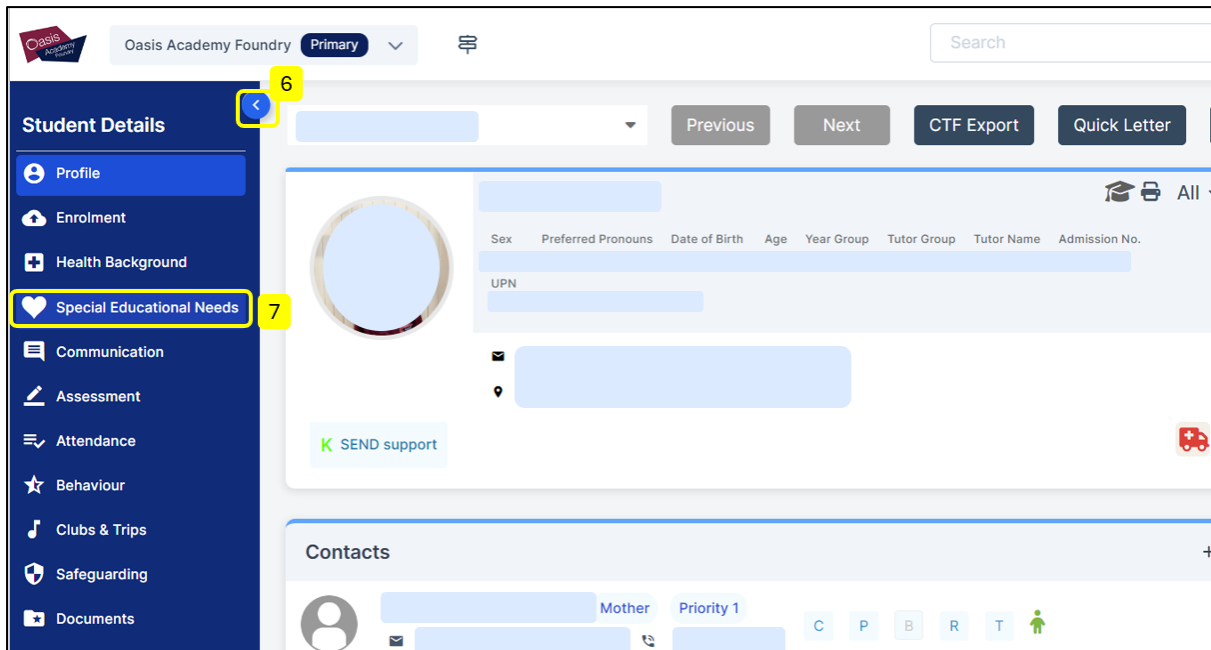
How to access pupils on the SEND register via BromCom:



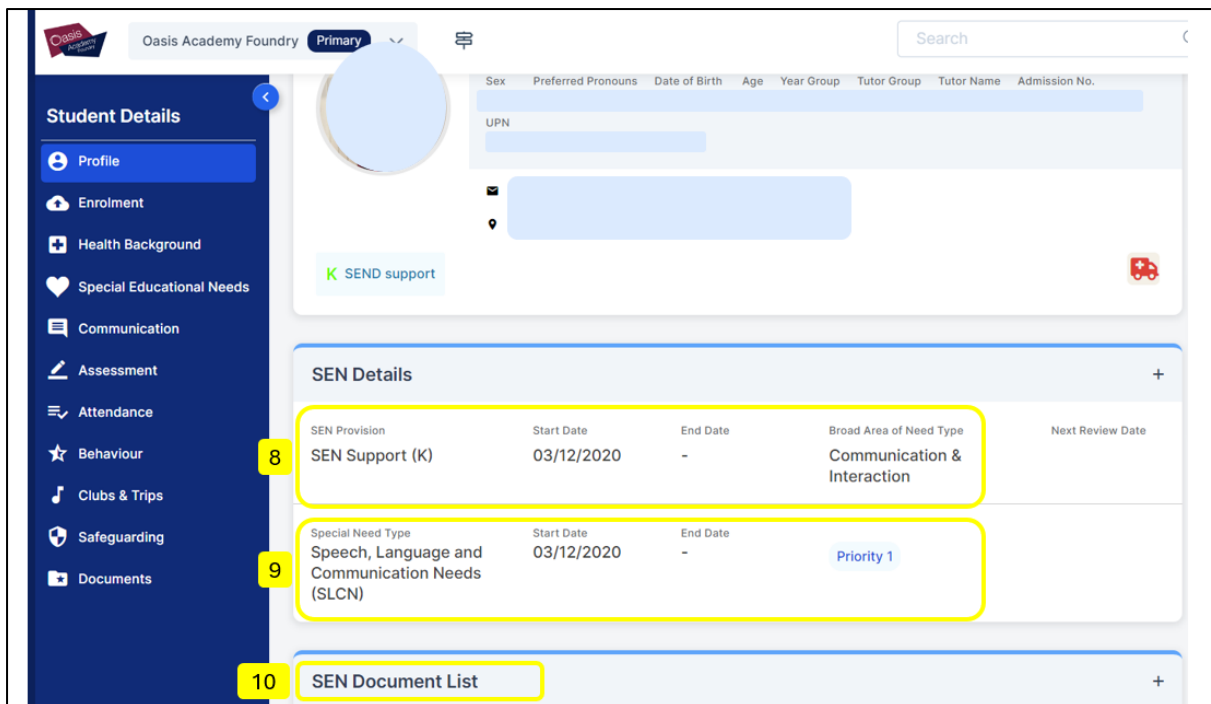
1. Click on 'Students' on the left side panel.
2. Click on 'Search filters'.
3. Under provision, select 'Education, Health and Care Plan (E)' or 'SEN Support (K)'.



4. The number indicates how many pupils are on the SEND register as 'SEN Support (K)'.
5. Select the pupils you would like to view.
6. Click on 'View'.



6. Click on 'Expand Side Menu'.
7. Select 'Special Educational Needs'.



8. Here you will find SEN provision type, start and end dates and the broad area of need type.
9. If a pupil has a special type of need, it will be outlined in this section.
10. SEN documents list.

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



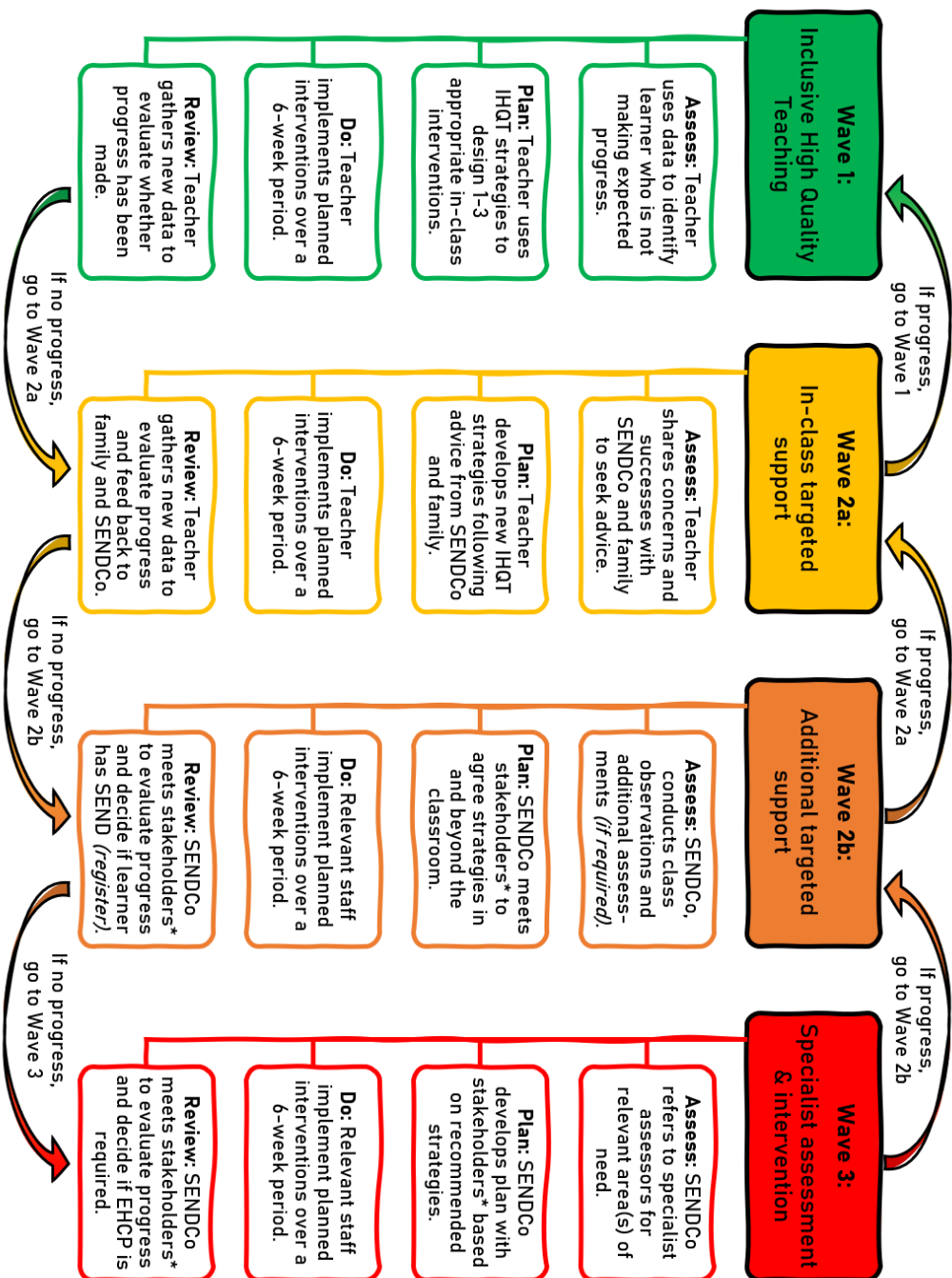
The Oasis Way

Graduated Response:

- Assess
- Plan
- Do
- Review

***Stakeholders include:**

- Learner
- Family
- Key teacher(s)
- Support staff



14. How we identify and intervene at Oasis Academy Foundry

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
Strategic seating plans	To establish an expectation of knowing and planning for the needs of the class.	All pupils captured with current attainment and progress. Annotated with contextual info: SEND, EAL, reading ages. Intervention menu used to scaffold teachers' choices of how to support, and hold them to account for doing it	Half-termly
Top IHQT strategies by areas of need	Our signature strategies provide guidance for all staff who are still at the start of developing their knowledge of areas of SEND.	We list most common areas of need and recommend top 3-4 strategies to support the pupil's progress. This can be used as a starting point to identify strategies to implement as part of the APDR process.	Half-termly
Class Intervention plans	Class intervention plans/ITPs can help teachers begin to understand the strategies that may work effectively to support a learner with an identified type of need.	The teacher is provided with time to analyse data and evaluate class strengths and weaknesses. This is discussed in pupil progress meetings and intervention groups are created. Throughout the term, group and individual interventions.	Half-termly
APDR Thinking frames	To support teachers to plan and implement a cycle of APDR. Provides explicit guidance on expectations of the teacher's role in APDR.	The thinking frame guides the teacher through the four steps of APDR. It provides a visual planning space to think through what to do next. All documents are kept together in a digital folder and discussed during PPMs.	Half-termly

15. How we secure progress at Oasis Academy Foundry

15.1 Maximising the effectiveness of learning support staff

We recognise the importance of learning support staff in securing progress for learners with SEND. For this reason, we organise our learning support subject/area of expertise in order to maximise the impact of interventions and raise attainment levels. Our learning support team

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

Our Learning Support Staff Non-Negotiables:

As a team, we ensure that our support for learners with SEND is robust, by ensuring that the following non-negotiables are met every day, for every link learner.

1. Be **on time** at the start of the day and between lessons, including meeting pupils when lined up during playtimes and lunchtimes.
2. Be seen to be **actively supporting** learning **throughout** each lesson using the **Signature Strategies**
3. Use **mini whiteboards** for key instructions, definitions etc. to support your learners' processing.
4. Use **green pens** and **green/orange highlighters** each lesson to provide scaffolds and literacy markings in learners' books.
5. Ensure that pupils you are working with have **high standards of presentation** in every lesson.
6. Ensure that **EHC evidence on Showbie** are kept up to date to demonstrate impact, including:
 - a. Pupil passports and ITPs (reviewed termly)
 - b. Scanned/digital copies of learners' work, providing evidence of use of 'Signature Strategies' and showing progress over time.
 - c. Precision Teaching, as well as evidence of impact from any group interventions your learners are participating in.
 - d. Weekly parent/carer communication logs.
 - e. Termly SEND reports.

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 clueing 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:

One teaches, one observes	To ensure active listening, reduce low level disruption and increase learners' participation in learning.
Station teaching	One staff has a focus group, and groups are alternated throughout the week, including adults.
Teaming	Both the teacher and support staff work together to model, scribe and guide the learners through the 'I Do' and 'We Do' stages of direct instruction.
One teaches, one assists	The assistant can support by scribing and utilising concrete sources to embed the learning in learners with additional needs.

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

Key adult support	A trusted adult that the learner can rely on. The support adult will guide and prompt, whilst carefully removing support to build independence in the learner. The key adult will act as a facilitator, providing the right tools at the right time for the learner to access the learning.
Parent/carer communication	Daily updates on how the learner has been on the day, highlighting successes and challenges.
EHC evidence folders	Support staff to utilise Showbie to capture 'success moments' and work that contribute towards the learner's EHCP targets.

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

CPD for learning support staff	Refer to page 23 of the SEND Handbook.
Observation and feedback	Classroom and intervention learning walks on a termly basis.
Intervention health checks	Intervention learning walks on a termly basis. Support from subject leaders around reading, writing and maths.
Intervention data analysis	Part of our APDR cycle, support staff join PPMs to discuss data analysis post interventions, refine groups and strategies for the following half-term.

15.2 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	To ensure SEND pupils make accelerated progress.	Currently analyse SEND data via the Birmingham Toolkit Tracker. This will transfer over to Insight Tracker.	End of each term
Learning walks	To quality assure that IHQT strategies are in place.	SENCo alongside subject leaders.	Termly
Book looks	To ensure that learning is scaffolded for SEND pupils and that they can access the same curriculum as their peers.	By comparing similarities and differences between books, looking at staff feedback and how they address misconceptions and how pupils' response to feedback.	Termly
Pupil voice	To evaluate how well their classroom learning/interventions are going, which can contribute to future improvements in delivery of classroom and intervention practice.	Small sample of SEND pupils across all key stages complete a SEND pupil voice survey.	Termly

Lever 4: Wave 2 & 3 Interventions matched to need

7. Our SEND offer at Oasis Academy Foundry

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 current academic year is:

SEND population data analysis - census codes			EHCP			SEND Support (K)		
Broad Area of Need	Code	Primary Area of Need	Nat. av. (Pri/Sec)	No. of Pupils	% of Pupils	Nat. av. (Pri/Sec)	No. of Pupils	% of Pupils
Communication and Interaction	SLCN	Speech, Language & Communication Needs	29%	0	0%	35%	7	17%
	ASD	Autism Spectrum Disorder	31%	6	15%	6%	6	15%
	Total		60%			41%		
Cognition and Learning	SpLD	Specific Learning Difficulty	4%	0	0%	10%	0	0%
	MLD	Moderate Learning Difficulty	8%	0	0%	18%	16	39%
	SLD	Severe Learning Difficulty	2%	0	0%	1%	0	0%
	PMLD	Profound & Multiple Learning Difficulty	1%	0	0%	0%	0	0%
	Total		15%			29%		
Sensory and/or Physical Needs	VI	Visual Impairment	1%	0	0%	1%	0	0%
	HI	Hearing Impairment	2%	1	2.5%	1%	1	2.5%
	MSI	Multi-Sensory Impairment	1%	0	0%	1%	0	0%
	PD	Physical Disability	5%	0	0%	2%	2	5%
	Total		9%			5%		
Social, Emotional & Mental Health Difficulties	SEMH	Social, Emotional and Mental Health	13%	0	0%	17%	2	5%
No specific need identified	NSA	SEN support but no specialist assessment	-	0	0%	5%	0	0%
Other	OTH	Other Difficulty	3%	0	0%	3%	0	0%
Overall Total			-	7	17%	-	32	83%

We have carefully designed our SEND offer to meet the needs of our academy at every wave of the graduated response:

Wave 1	Our vision	Our offer
Inclusive High-Quality Teaching	At Oasis Academy Foundry, our vision is that all pupils are fully integrated to their age related classrooms and have access to high quality assessment, teaching and a range of monitoring mechanisms to ensure their planning is well tailored to their individual needs and supports them to make accelerated progress.	<ul style="list-style-type: none"> • Termly PPM meetings chaired by Principal • Annual calendar of assessment • Socrative quizzes for dynamic assessment • Fully incorporated tech-based curriculum access • Teaching and learning and subject based handbooks • Calendar of targeted staff meetings • Strategies for inclusive high quality teaching support relating to positive behaviour management, explicit instruction, in-class assessment and during independent practice.
Inclusive environment	Here at Oasis Academy Foundry, we provide an environment that is welcoming and conducive to learning. Our classrooms are intentionally designed to be calm, orderly, clutter-free, low arousal learning spaces which reduce any cognitive overload or encourage distraction.	<ul style="list-style-type: none"> • A visually suitable classroom where all pupils can hear, and the space is physically accessible to all pupils and adults. • Working walls which are consistent across the academy and updated frequently to match the current learning and is set up in a manner that scaffolds learning. • Wide corridors and ramps for accessibility.
Inclusive entitlement	At Oasis Academy Foundry, all our pupils enjoy a holistic offer and are guaranteed a set of opportunities during their time at the academy. These experiences build on their social and cultural capital and ensure they are ready to transition to the next phase in learning.	<ul style="list-style-type: none"> • Access to online learning • The opportunity to be part of a school production. • The opportunity to visit the theatre, an art gallery and a museum • The opportunity to visit universities and places of work. • A range of after school enrichment activities to support individual interests and talents.

Wave 2	Our vision	Our offer
Inclusive High-Quality Teaching	Here at Oasis Academy Foundry, our vision is to respond to the needs of all learners through a flexible and reactive approach in the classroom. Our additional provisions, whether they are short-term or long-term, are consistently on the Assess, Plan, Do, Review (APDR) cycle to ensure our responses are focused and reactive.	<ul style="list-style-type: none"> • Early interventions that target reading, writing maths or specific skills e.g. handwriting delivered by our support staff. • Additional small-group phonics interventions to accelerate progress in reading. • Support staff deployed with a consideration of pupils' needs. • Class teachers will work with leaders in the academy, inclusion experts and parents/carers to develop a pupil passport. • Pupil passports created and shared with wider staff. • Pupil voice has an active role where staff act upon feedback.
Inclusive environment	Here at Oasis Academy Foundry, we recognise all children have regulatory needs and we strive to make access to regulatory spaces and high-quality resources available as well as ensuring access to all areas of the school is possible.	<ul style="list-style-type: none"> • A regulation station available in every classroom to support emotional regulation. • Quiet areas available with known staff. • Regular check-ins with key adults. • Access to additional resources such as ear defenders, coloured overlays, wobble cushions, standing desks, weighted blankets etc. • Seating plans carefully considered to support each child's needs. • Mini SLT used to mentor certain pupils across the academy.
Inclusive entitlement	At Oasis Academy Foundry, our pupils have access to additional sessions with experts in our academy. We use monitoring and assessment data to offer additional sessions both during the school day and after school to meet the	<ul style="list-style-type: none"> • Access to additional interventions throughout the school day with support staff. • Flexible groupings and afternoon sessions with support staff to address misconceptions.

	<p>needs of our pupils. Our academy has a developed SEND offer where specialist programmes have been invested in to support accelerated progress.</p>	<ul style="list-style-type: none"> • Access to the pastoral team for bespoke sessions tailored to their specific needs. • Offer of after school tutoring sessions to Year 1, Year 4 and Year 6 pupils who undertake statutory assessments in the academic year. • Additional programmes invested in to support accelerated progress (e.g. Toe by Toe, Motor skills groups).
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Wave 3	Our vision	Our offer
Inclusive High-Quality Teaching	<p>At Oasis Academy Foundry, we strive for 80% of children's needs being met through Wave 1 provision and 15% of pupil's needs being met through Wave 2 provision. For the 5% of pupils, who require specialist Wave 3 provision, they receive a higher level of personalisation within the classroom whilst striving for full integration to ensure all children have equal opportunities to success.</p>	<ul style="list-style-type: none"> • Birmingham Toolkits used to assess stage-related strength and areas for development to support bespoke adaptation of the curriculum. • Increasing adult to pupil ratio with the use of SEND support staff. • Increased use of technology to support specific pupils (e.g. Microsoft lens, voice notes etc). • Pre-teaching content such as subject specific vocabulary prior to a lesson. • Regular meetings with the pupil's family/carers regarding their individual needs and progress being made.
Inclusive environment	<p>Here at Oasis Academy Foundry, we understand that children need to be settled and feel safe in order to learn. As a result, we offer alternative provision (at varying levels) to specific pupils who require the high degree of personalisation to be successful.</p>	<ul style="list-style-type: none"> • A bespoke environment plan to support the needs of a pupil with complex sensory and physical needs (assess to sensory support etc). • Areas to take regular brain breaks during lessons. • Personalised area/space in the classroom which is a 'safe place' for the children.

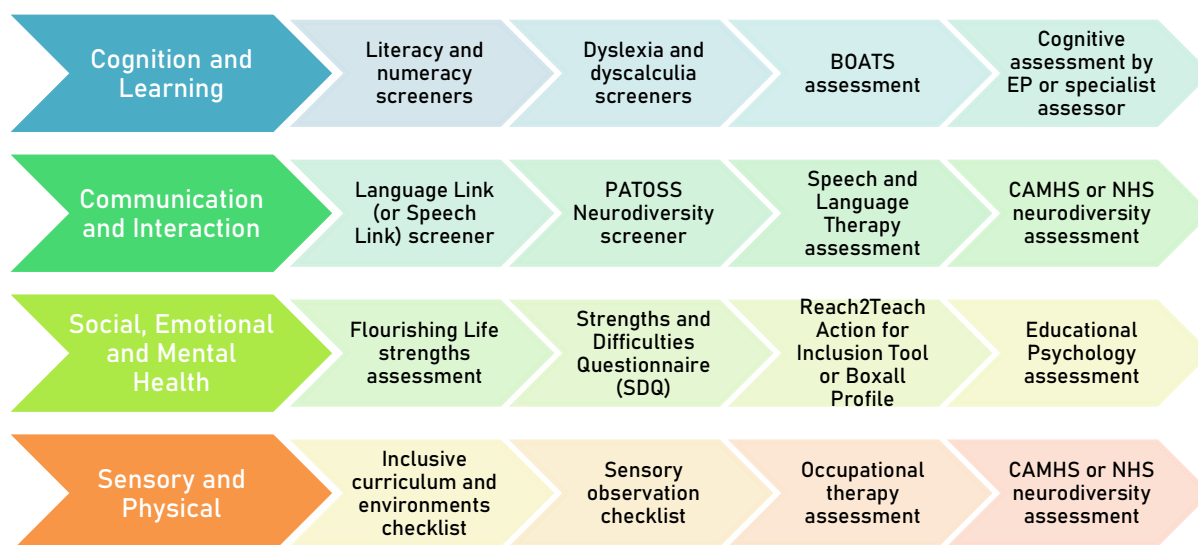
		<ul style="list-style-type: none"> • Alternative provision during break time and lunch time. • Alternative provision considered (e.g. reduced timetable).
Inclusive entitlement	At Oasis Academy Foundry, we have a fantastic network of internal and external professionals who can work with certain children. Our personalised learning offer, for those with EHCPs, provides them with autonomy, independence and access to individualised programmes of study crafted to address gaps in their knowledge.	<ul style="list-style-type: none"> • Access to Speech and Language therapy links through Birmingham's 'Balance System' approach. • Access to our SENCo on a weekly basis. • Support from external agencies and professionals. • Personalised learning with precision teaching. • Individualised programmes of study to address • 1:1 or 1:2 support with adults who specialise with meeting pupils' needs in the academy.

8. Early interventions and intensifying support at Oasis Academy Foundry

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	Class teachers and SLT monitor the delivery of interventions through intervention learning walks and by evaluating intervention logs.
Time-limited	Interventions are short and frequent. Support staff receive individualised intervention timetables, outlining the intervention sessions, direction, frequency and groupings.
Training	Staff receive training from subject leaders and the SENCo to ensure they can deliver the interventions to a high standard.
Resources	Staff delivering the interventions have access to physical and digital resources to deliver the sessions.
Access to mainstream	Where possible, interventions will take place in the classroom at the pupil's desk or near a support staff.
Responsive to need	By utilising the top 20 IHQT strategies and the strategies outlined in the pupil's passport, all staff will be able to tailor their interactions to meet the learner's needs.
Observation and feedback	Subject leads and SENCo will observe interventions on a termly basis and provide feedback to the class teacher and support staff.

Review: We use Insight to track progress in our SEND interventions:

Aspect	What we do
Regularity	All interventions are recorded on intervention logs, which are then used to inform assessments on Insight. These are reviewed every 6 weeks and ensures we can 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.
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.

9. Engaging with specialist services at Oasis Academy Foundry

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
Educational psychologist	Termly	For children with complex SEMH needs at Wave 3 of the graduated response, and for others as agreed in TAC meetings	<ul style="list-style-type: none"> • Termly planning meetings with SENDCo • Observations in classrooms and unstructured time • Cognitive assessments • Meetings with families • Child-centred planning • Staff-training and solution circles
Communication and Autism Team (CAT)	Termly	For pupils with complex communication and interaction needs	<ul style="list-style-type: none"> • Termly planning meetings with SENDCo • Observations in classrooms and unstructured time • Meetings with families • Child-centred planning • Staff-training and solution circles

Pupil School Support	Termly	For pupils with complex cognition and learning needs	<ul style="list-style-type: none"> • Termly planning meetings with SENDCo • Observations in classrooms and unstructured time • Cognitive assessments • Meetings with families • Child-centred planning • Staff-training and solution circles
Oasis Mental Health Team	Termly	For pupils with specific SEMH needs	<ul style="list-style-type: none"> • Part of the Oasis trust • Referral can be made in-line with our mental health matrix. • 1:1 weekly session for 6 weeks. • Recommendations for next steps. • Meetings with families
Occupational Therapy	Termly	For pupils with physical, mental or learning needs.	<ul style="list-style-type: none"> • Termly planning meetings with SENDCo • Observations in classrooms and unstructured time • Providing recommendations • Staff-training and solution circle • Meeting with parents.
School Nurse	Termly	For pupils with health needs and were attendance concerns relating to poor health.	<ul style="list-style-type: none"> • Annual planning meeting with the academy. • Support with school readiness for our youngest learners • Support with eating, toileting, weight management and sleep • School health action plans for pupils with allergies • Meeting with families
Sensory and Physical Difficulties Support	Termly	For pupils with hearing, visual and/or physical difficulties	<ul style="list-style-type: none"> • Strategies and recommendations to remove barriers to learning • Audiological assessment • Provision of equipment and technical support • Staff training • Transition support • Physical management planning • Developing independence and preparation for adulthood

			• Meetings with families
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10. Statutory commitments to children with EHCPs at Oasis Academy Foundry

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

Aspect	What we do
Record keeping	Pupils with an EHCP will contain copies of all issued documentation in their digital file. Whilst it is not essential to keep records of all meetings, agreed actions plans are logged on CPOMs.
Progress tracking against EHC outcomes	EHC targets are extracted from the learner's plan, placed in a one-page document and transferred to the learner's Showbie so that all relevant staff who deliver the learner's interventions can refer to, RAG rate and track the learner's progress.
Parent & carer communication	Parent and carers receive daily updates from key adults, termly updates on progress during parents' consultation meetings, termly meetings with the SENCo and annual review meetings including external agencies.
Appropriate use of high needs block (top-up) funding	Top-up funding is utilised depending on the provision outlined in the learner's EHCP: additional adults to provide small group interventions, external providers for speech and language therapy sessions, additional resources to meet needs, sensory room etc.

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.

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. Information on all children's EHCPs can be found on BromCom under the documents list.

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 using [this form](#).

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

2. Read and annotate the child's pupil passport with strategies to meet their needs
3. Carefully make use of adaptive planning and responsive teaching strategies to secure progress for pupils with EHCPs, alongside their peers
4. Provide staff views for Annual Reviews of pupils they teach with EHCPs when requested by the SENDCo, at least 2 weeks in advance of the scheduled meeting

11. Alternative pathways at Oasis Academy Foundry

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	<ul style="list-style-type: none"> • BOATs • Bespoke curriculum • Specialist intervention for dyslexia (Toe-by-toe) • Specialist assessment of additional learning needs from Pupil School Support • Occupational therapy
Nurture provision	<ul style="list-style-type: none"> • Occupational therapy • School nurse • Sensory support service
SEMH-focused individual pathways provision	<ul style="list-style-type: none"> • Mental health referral and 1:1 sessions from Oasis Mental Health team • CAMHS referral • Educational psychologist • Early-help – family support worker 1:1
Specialist resourced provision	<ul style="list-style-type: none"> • Attention bucket • Intensive interaction • Object of reference • Pictorial exchange communication system (PECS)