



# SEND Information Report 2024-2025

Oasis Academy John Williams

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Name of academy	Oasis Academy John Williams
Name of SENDCo	Kirsty Fitzgerald
Email address	Kirsty.Fitzgerald@oasisjohnwilliams.org
Telephone number	01275 894680
Academy Address	Oasis Academy John Williams Petherton Road Hengrove Bristol BS14 9BU



Miss Fitzgerald  
Assistant Vice Principal (SENDCo)



Mr Cox  
Deputy SEN Manager



Ms Moon  
Intervention Manager for Literacy

### **What kinds of Special Educational Needs and Disabilities are catered for at Oasis Academy John Williams?**

Oasis Academy John Williams is an inclusive mainstream 11 - 16 provision, and it prides itself on being committed to delivering an inclusive education to all our students. We cater for students with a wide range of needs including:

- Cognition and Learning Difficulties (CL) including Dyslexia and Dyscalculia
- Communication and Interaction Difficulties (CI) including Autism (ASD)
- Social, Emotional and Mental Health Needs (SEMH); including ADHD
- Physical and Sensory Impairments (PI.MSI)

### **What academy policies and procedures are in place for the identification and assessment of students with additional needs?**

Oasis Academy John Williams has a robust and rigorous transition process. The SENDCo and Head of Year visit all feeder schools and meets with the SENDCo and class teachers in every school, to gather detailed information about a child/young person's special educational needs. In the first term, all new Year 7s are assessed using the New Group Reading Test (NGRT) which assesses their reading ages. The data from this assessment, as well as a child's SATs scores inform our adaptations, interventions, and support.

When students join us during an academic year, information is sought from their previous provision, and they will complete the NGRT assessment.

Throughout the academic year, the progress of all students is monitored regularly by subject teachers, Heads of Departments and the Senior Leadership Team. There are also daily inclusion meetings where concerns are discussed, and actions agreed. In these meetings, any concerns are quickly dealt with by the appropriate member of staff. This will then be discussed with parent/carers and the student concerned.

If parent/carers have concerns about their child/young person's progress or attainment, or think their child/young person has SEND, they should make an appointment to see the SENDCo who will liaise with subject teachers where appropriate.

### **What are the aims of our provision with regard for pupils with Special Educational Needs and Disability?**

The aims of our policy and practice in relation to Special Educational Needs and Disability in this academy are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND.
- To use our best endeavours to secure Special Educational Needs and Disability provision for students for whom this is required, that is "additional to and different from" that provided within the adapted curriculum.
- To request, monitor and respond to parent/carers' and students' views in order to evidence high levels of confidence and partnership.
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals to meet the medical needs of

students.

- To work in partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **What are Special Educational Needs and/or a Disability (SEND)?**

At Oasis Academy John Williams we use the definition for SEND from the SEND Code of Practice (2015):

**Special Educational Needs:** “A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- A learning difficulty or disability has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions” (Department for Education and Department of Health, 2015, pp. 15 – 16).

**Disability:** “Many children and young people who have SEN 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’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition” (Department for Education and Department of Health, 2015, p. 16).

The SEND Code of Practice underpins the support for students who have barriers to learning; it has a clear system of support based on the principal concept of ‘assess – plan – do – review’. This process ensures that we plan support for students based on accurate and on-going assessment of needs, impact of interventions and outcomes for the child.

The Code of Practice focuses on four key areas:

#### **Cognition and Learning**

Diagnoses which fall under the Cognition and Learning category are: Dyslexia, Dyscalculia, Dysgraphia, Global Learning Delay, short-term working memory and a range of other additional learning needs which are classed as Specific Learning Difficulty (SpLD) and Moderate Learning Difficulty (MLD).

#### **Communication and Interaction**

Speech, language and communication difficulties fall into this category which includes Autism and a range of expressive and receptive language issues which can affect a child’s social skills.

#### **Social, Emotional and Mental Health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying

mental health difficulties such as Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD), anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

### **Physical, Sensory and Medical**

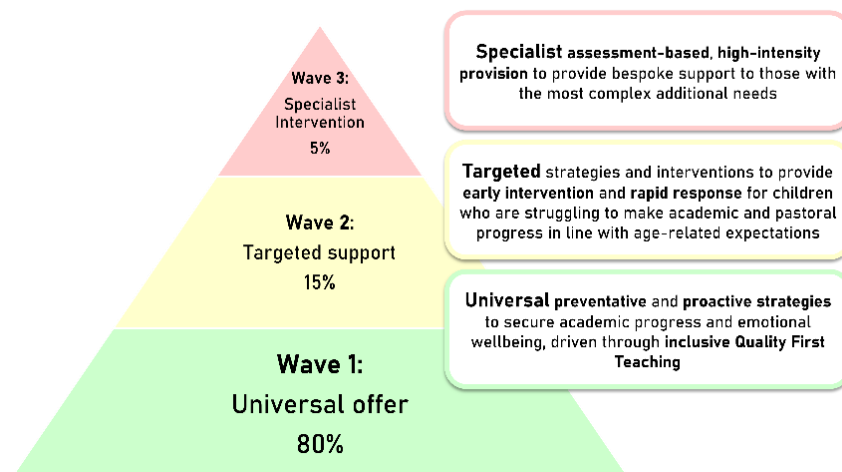
Students in this category may have a physical, sensory and/or medical need which is long-term and has a substantial adverse effect on their ability to carry out normal day-to-day activities. This category includes epilepsy, vision and hearing impairment, cerebral palsy and hypermobility syndrome.

### **What is the school's approach to teaching students with Special Educational Needs and Disabilities?**

At Oasis Academy John Williams we make appropriate provision based on their identified needs. However, not all children identified as having a disability will require this provision.

Teachers are provided with pupil passports for all students with SEND so that they can adapt the learning within our curriculum to ensure that all pupils are able to make progress. Adaptation is planned for all groups and individuals according to need: for example, for a student with a visual impairment, all resources used in every lesson will be modified by a trained Teaching Assistant who liaises with all of the student's teachers.

As a school we aim for all students to access the curriculum through the Wave 1 provision which is through Inclusive Quality First Teaching and adaptation in the classroom. Students can then be placed on Wave 2 if they need a targeted intervention or support. Where students need to access a higher level of support due to complex additional needs, this would be through Wave 3 provision.



### What is an Education Health and Care Plan (EHCP)?

For a student to be eligible for an EHCP they will have been identified as having a severe need of individual or small group teaching (Wave 3 Intervention), which cannot be provided from the school's current resources.

### How does the school make provision for students with additional needs (with or without an EHCP)?

In the first instance, our highly skilled teaching staff ensure that all work is appropriately adapted. If additional support is required, targeted interventions are offered and evaluated termly. Key workers are allocated to students with needs that cannot be met by teaching and intervention alone.

Students on the SEND register have a pupil passport which is created collaboratively with them and their parents and/or carers; the pupil passport details the best ways to meet their needs across a range of subjects. The pupil passport outlines what they would like the teachers to know about them, explains what they find difficult, identifies key strategies to use with the student in the classroom and describes the type of support the student is receiving. Further to this, staff are made aware of these needs and learning forums and continued professional development identifies specific needs such as autism, trauma, dyslexia and dyscalculia. Where possible, we invite parents/carers in to talk to staff as, we believe they are the "expert" on their child.

Our teaching assistants manage the needs of these students, ensuring that staff are informed of appropriate strategies. They liaise regularly with parents/carers and support groups. Some students may need some additional specific help with literacy they, therefore, may be withdrawn from some lessons to improve their reading levels; we avoid withdrawing students from the same lesson for extended periods of time where possible.

Student progress is evaluated three times a year. Data gathered from all teaching and intervention staff provides a clear picture about progress being made. We use this information to further inform what we do to support students. Also, additional data can be called for at any point during the academic year.

In addition to quantitative data, we use qualitative data to judge the impact of what we do. For example, we use student questionnaires and forums to find out how they feel about the support they are getting. Our key workers liaise regularly with parents/carers. Outside agencies or the local authority can be called to help us evaluate impact. Once we have gathered data, we report to parents/carers three times a year. In addition to these reporting periods, we offer annual parents' evenings and Learning Mentor evenings. The SENDCo and the SEND Team regularly meet with parents, carers and students throughout the year, in addition to the formal opportunities.

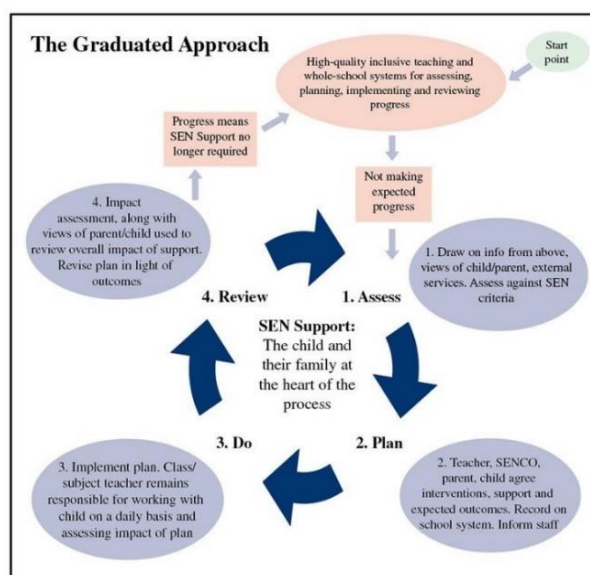
As a school we follow the following process:

**Assess:** identifying the child's needs

**Plan:** agreeing the support and intervention needed to meet the child's agreed outcomes

**Do:** inclusive quality first teaching in the classroom plus targeted support where needed

**Review:** evaluating the effectiveness of the provision and agreeing any changes needed



## The Provision for students with Special Educational Needs and Disability

### What is the provision we can offer?

- Fresh Start – a reading intervention which is a phonics-based programme that focuses on students who have a reading age below 8 years and 0 months when they join Year 7.
- Reading intervention
- Spelling intervention
- Numeracy intervention
- Social skills
- Handwriting
- Touch-typing intervention
- 1:1 mentoring
- English as an Additional Language (EAL)
- Break and lunch club
- Boxall program
- Zones of Regulation
- Speech and Language Intervention
- Thrive
- **What is the impact of the provision we can offer?**
  - Fresh Start – most students make accelerated reading progress and move on to the reading intervention.
  - Reading intervention – most students are above functional reading level which is 9 years and 11 months when completing this intervention.
  - Spelling intervention – most students are above functional spelling level which is 9 years and 11 months when completing this intervention.
  - Numeracy intervention – this focuses on the basic skills they need in maths lessons and is taught in a dyscalculia friendly way.
  - Social skills – all students develop a better awareness of social cues and increase resilience to deal with every day social situations.
  - Handwriting – aims to make students' handwriting legible, however, if this is not successful students are invited to join touch-typing.
  - Touch-typing intervention – increases a student's typing speed and accuracy.

- 1:1 mentoring – this increases meta cognitive (learning to learn) skills and helps students to deal with emotional worries. Also, it teaches them to be independent and more resilient.
- English as an Additional Language – aids students’ awareness of English and key vocabulary. The Boxall program focuses on strategies to help students regulate.
- The Speech and Language intervention was created by a speech and language therapist which focuses on developing children’s receptive and expressive language.
- Thrive – to understand and support students Social, Emotional and Mental Health needs, focusing on the developmental stages that have been impacted.

<b>Examples of our support for SEND</b>	
The examples below describe some but not all of the wide range of support that we currently give or can provide.	
<b>Type of SEND</b>	<b>Possible Support, depending on level of need</b>
Dyslexia/Literacy Difficulties	<ul style="list-style-type: none"> <li>• Individual pupil passports with clear strategies identified</li> <li>• Advice for subject teachers and learning mentors on teaching strategies</li> <li>• In-class support</li> <li>• Monitoring of progress and regular assessment</li> <li>• Referral and testing for Examination Access Arrangements</li> <li>• Text reader/speech to text accessibility features on computers</li> <li>• Referral to an Educational Psychologist where appropriate</li> </ul>
Autism/Social Communication and Interaction Difficulties	<ul style="list-style-type: none"> <li>• Refer to the Bristol Autism Team, if they meet the criteria</li> <li>• Individual pupil passport with clear strategies identified</li> <li>• Advice for subject teachers and learning mentors on teaching strategies</li> <li>• In-class support – individual instructions and prompts to keep the student focused</li> <li>• Advance notice of planned changes to reduce anxiety and distress and make relevant adjustments</li> <li>• Referral to Primary Mental Health Services (PMHS) and an Educational Psychologist, if appropriate</li> <li>• Modified timetables</li> <li>• Referral and testing for Examination Access Arrangements</li> <li>• Sensory room</li> <li>• Speech and Language Therapy (SALT)</li> </ul>
Social, Emotional and Mental Health	<ul style="list-style-type: none"> <li>• Individual pupil passport with clear strategies identified</li> <li>• In-class support – individual instructions</li> <li>• Behaviour management programmes linked to a rewards system</li> <li>• Mental Wellbeing Care Plan (new this academic year)</li> <li>• Wellbeing Care Plan (new this academic year)</li> <li>• Referral to Primary Mental Health Services (PMHS) and an Educational Psychologist, if appropriate</li> <li>• Modified timetables</li> <li>• Referral and testing for Examination Access Arrangements</li> </ul>
Visual and/or Hearing Impairments	<ul style="list-style-type: none"> <li>• Advice to teachers about where to position students in the classroom</li> <li>• Individual copies or PowerPoint presentations and written instructions</li> <li>• Enlarged texts</li> <li>• Referral and testing for Examination Access Arrangements</li> <li>• External specialist support, eg Teacher of the Deaf and Teacher of the Visually Impaired</li> </ul>
Physical Disabilities	<ul style="list-style-type: none"> <li>• Accessibility plan</li> <li>• All classrooms can be accessed via a lift</li> </ul>



	<ul style="list-style-type: none"> <li>● Access toilets</li> <li>● Wide isles in the restaurant- accessibility</li> <li>● Facilitate reduced time-table- where necessary</li> <li>● iPads to facilitate learning</li> <li>● Adapted lessons</li> <li>● Visual learning aids</li> <li>● Advice to teachers about where to position students in the classroom- annotated seating plans</li> <li>● Access Arrangements</li> <li>● Sensory room</li> <li>● Adjustable tables so wheelchairs can easily access them</li> </ul>
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### **How is intervention/support monitored and evaluated?**

All students who have intervention for literacy are assessed at the beginning of the intervention. When students have completed the intervention, they will be assessed again using the same test, if improvements have been made they will then continue to receive wave 1 support from their class teachers. The termly Assessment Point (AP) data is analysed by the SENDCo to check that all interventions are effective. Parent/carers are informed at the end of the intervention about the progress students have made.

### **How does the school assess and review the progress of students with Special Educational Need?**

The progress of students with SEND will be assessed and reviewed throughout the academic year. There are assessment points throughout the academic year and strengths as well as areas requiring further development will be identified for all students. The SENDCo attends daily inclusion meetings to discuss ongoing concerns and to review progress, made by individual students.

Students with an EHCP have an Annual Review which is attended by parents/carers, the SENDCo/SEND Team and any relevant staff from outside agencies. All students who have an EHCP will have a provision map which is reviewed during their annual review. This shows what support they are having and the expected outcomes of this support. The students' progress is discussed, reviewed and new targets are set so that progression continues. Each year reports will be submitted by outside agencies working with individual students e.g. Speech and Language Therapists and Physiotherapist, etc.

In addition to an EHCP Annual Review, student's progress will be reviewed termly using an Individual Learning Plan (ILP).

### **How does the academy adapt the curriculum and learning environment for pupils with additional needs?**

When a student has an additional need, we make reasonable adjustments to meet their needs. This can either be an adaptation of existing structures or may be informed by relevant assessments. This may involve the appropriate outside agencies who are able to recommend any adaptations we need to make, and to support our staff in doing so.

Dyslexic students and those that suffer from Irlen Syndrome (visual stress) are provided with the correct coloured paper exercise books such as sky, leaf, apple, rose, cream, yellow, orange, salmon, purple and aqua. As students have access to their individual iPad, resources can be accessed on them and screen filters can be applied.

### **Access Arrangements:**

Some students with additional needs will require Access Arrangements in order to access tasks in lessons and their GCSEs. This is to make it fair for all students and to remove any disadvantages they may have to make progress and achieve. To qualify for assessment there must be a clear history of need either at Primary or during Key Stage 3. However, Examination Access Arrangements must reflect the child's normal way of working in a lesson and an assessor will need to assess their skills to identify if they are entitled to any in line with the JCQ Guidelines.

If the reasons for Examination Access Arrangement are medical, then the parent/carer and student must provide evidence from their doctor/consultant to support their application.

There are a range of Examination Access Arrangements which reflect the individual needs of students, these include:

- Extra time granted for the completion of exams (25%)
- Reader
- Word-processor
- Small group
- Modified papers

### **What additional support for learning is available to students with additional needs?**

We believe that all learners should be equally valued in the academy and strive to eliminate prejudice and discrimination through our ethos of:

- A passion to include
- A desire to treat people equally respecting differences
- A commitment to healthy, open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

To ensure that our commitment to Inclusion is achieved we offer a wide variety of provision:

1. A qualified SENDCO
2. Training and guidance for staff
3. Support for Parents/Carers
4. Identified strategies and intervention groups
5. Teaching Assistants who are trained to respond to specific needs
6. Social Skills groups
7. Provision detailed in EHCPs
8. 360° Team Managers
9. Partnership working with external agencies as appropriate
10. School Nurse
11. Speech and Language Therapy (SALT)

Furthermore, screening takes place if a concern of a student has been raised with the SENDCo.

Student data is analysed in Year 7 (Key Stage 2 data, reading and spelling ages) to inform us. Those students who are below their chronological age or have not met expected progress are identified and will access interventions. Other interventions are identified through lesson observations by the

SEND staff.

Students with specific additional needs may receive some additional support from an adult in the classroom. Key workers are used in Key Stage 3 to ensure that students can adapt to life in secondary school.

#### **What activities are available for students with additional needs in addition to those available in accordance with the curriculum?**

The school offers a wide variety of trips, activities and P6 (after school) activities. Any student with additional needs is very welcome to attend these. Consideration will be given to all requests and risk assessments will be carried out.

The SEND Team offer a bespoke program of activities for students struggling in key areas such as: social thinking, literacy, numeracy, handwriting and touch-typing. It also offers bespoke program of P6 activities for SEND students.

#### **What support is available for improving the emotional and social development of students with additional needs or a medical need?**

The school has a robust pastoral system to support all students with their emotional, social or medical needs. In supporting a range of students, the 360 Managers may identify an additional that emotional and social support is required, which could include drop-in sessions to sign post for further support.

The school also employs a specific first aider to support a range of medical needs. The first aider works closely with the 360 Managers and the SENDCo to support the students.

There is a safeguarding team and clear policies and training for all staff around these issues.

All SEND students contribute their views through regular "Student Voice" panels conducted by our SEND team. In addition to this, any student can run for school council or apply to be a Head Student.

Also, where students need support with their social development, the SEND Team offer small group and 1:1 targeted social skills sessions and mentoring. These sessions aim to support improved interaction skills, emotional resilience and well-being.

The wellbeing of all our students is a primary concern at Oasis Academy John Williams. They are supported with their social and emotional development throughout the school day, through Learning Mentor time, the curriculum, and extra-curricular activities (Period 6).

Our Oasis Academy John Williams Behaviour Management Policy is based upon mutual respect and includes ensuring guidance on expectations, rewards, and sanctions so that it is fully understood and followed by staff. Where appropriate the Chance, Warning Arc system can be adapted to support SEND students.

The following behaviours are actively encouraged by all staff:

- Good manners
- Moving sensibly around the school building, quickly and quietly
- Welcoming visitors to the school
- Showing respect for others, the school building, school resources and personal property

- Showing self-control
- Showing good working habits and a positive attitude towards learning
- Perseverance and resilience

At Oasis Academy John Williams we promote positive learning behaviours at all times. All staff are expected to model correct behaviour in all aspects of school life. We use the following strategies to promote good behaviour:

- Praise for Effort
- Certificates and public praise in assemblies for attainment or endeavour
- Reward trips and events
- Attendance certificates and prizes
- Annual rewards ceremony

Social and Emotional interventions are offered to students who need additional support in this area by 360° Team Managers and TAs who have received specialist training. Additional support from specialist staff or outside agencies is arranged as needed for individual students, both in and out of the classroom; a tailored personal support plan may be put in place for students with the highest need; this could include a personalised timetable, the Learning Support Centre or a fuller range of interventions.

We regularly monitor attendance, support students returning to school after absence and take the necessary actions to prevent prolonged unauthorised absences.

#### **Who will be co-ordinating the support for my child at Oasis Academy John Williams?**

Kirsty Fitzgerald (SENDCO) and all support is ultimately coordinated through her. In addition to this, there is one Deputy SEN Manager: Mr Cox who coordinates day to day provision and an Intervention Manager for Literacy: Ms Moon.

#### **What are the in-school expertise and training staff have undertaken?**

Continual Professional Development training is high priority at Oasis Academy John Williams. Teachers and TAs receive weekly professional development training on all aspects of their role, curriculum, behaviour management and meeting the needs of students with SEND.

Where necessary specific training is put in place to meet the needs of individuals or groups of young people.

All Staff have been able to attend learning forums on

- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with attachment difficulties
- How to support pupils with a visual impairment
- Specific training on individual students

This will allow for all teachers to adapt their teaching strategies in order to provide inclusive quality first teaching for all young people in the academy.

Key members staff have had training in:

- Delivering English
- Mindfulness
- Managing behaviour
- Phonics
- Pathological Demand Avoidance
- Mental Health First Aid
- Manual Handling
- Occupational Therapy lead training – hoisting, transferring
- First Aid
- The SENDCo has completed the National Award for Special Educational Needs Coordination and the Post Graduate Award in Assessing Access Arrangements.

### **What specialist services and expertise are available at or accessed by Oasis Academy John Williams?**

- SENDCo
- Teaching Assistants
- Educational Psychologist
- Examination Access Arrangements Assessor
- Lego Therapy
- Thrive Practitioner

### **Services who support, when required**

- Hearing Impairment Specialist Support
- Visual Impairment Specialist

### **Support Services provided by the Health Services**

- Bristol Autism Team
- Child and Adolescent Mental Health Services (CAMHs)
- Community Paediatrics
- Primary Mental Health Services (PMHS)
- School Nurse Service
- Speech and Language Therapy (SALT)

### **How will equipment and facilities to support children and young people with SEND be secured?**

Oasis Academy John Williams is fully wheelchair accessible and there are eight access toilets across the school with emergency pull cords, linked to SKANSKA central monitoring system. There are two lifts available for use where appropriate in each wing. There are specific car parking spaces at all of the entrance. We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve accessibility of our environment to meet individual needs. Our policies and practices adhere to The Equality Act 2010.

The academy is wheelchair accessible with access parking bays and the appropriate changing and toilet facilities. Equipment is provided and adaptations are made for individuals as they join the academy. We work with the appropriate services to ensure that adaptations are fit for purpose. At every step, we include the family and the student as we make decisions.

Furthermore, we also have a manual hoist for emergencies and for general toileting if appropriate. All staff complete basic Manual Handling training and further training is provided if needed.

The Inclusion Base provides access to a calming sensory room. This allows specific SEND students to have a space to themselves and thus be able to return to their lessons once they are regulated.

### **How will parents and carers of children with additional needs be consulted about, and involved in, the education of their children?**

Parent/carers are invited to become involved in school-life through a number of means. For example, becoming a governor or attending school events throughout the academic year.

Parent/carers receive three Academy reports every year and have the opportunity to attend one formal Parent's Evening where they can meet with all of their child's teachers. The SEND team offer Parent's Evenings and Coffee Mornings throughout the year, where parent/carers of SEND students are given the opportunity to meet with the SENDCo. Furthermore, where appropriate parent/carers may want regular contact with the SEND team, this could be arranged via email or telephone.

Teaching Assistants who deliver interventions assess pupils on entry and exit and the data is analysed by the SENDCo to check that all interventions are effective. Parent/carers are informed at the end of the intervention about the progress students have made.

Students with an EHCP have an Annual Review which is attended by parents/carers, the SENDCo and any relevant staff from outside agencies. The students' progress is discussed, reviewed and new targets are set to ensure advancement continues.

Furthermore, the academy hosts an open evening, an open morning, annual parents' evenings and information evenings. In addition to this, there is a robust transition program for Year 6 students, with additional transition days and meetings with parents/carers for those identified as having additional needs. The SEND team meet all students with needs prior to them starting at Oasis Academy John Williams.

### **How will parents/carers know how their child is doing?**

Three times a year parents and carers will receive assessment and effort reports which outline how their child is performing academically.

If a child is accessing a SEND intervention, the parents/carers will be informed in writing and will receive an update on their progress during the intervention (if it is for the year) and at the end of the intervention to outline their progress. We also send out certificates of achievement.

### **How will children and young people with additional needs be consulted about, and involved in, their education?**

Students are invited to become involved in school-life through a number of means. For example, becoming a member of the student council and attending school events throughout the academic year.

Students discuss their progress regularly with class teachers and tutors. This enables students to understand the progress they are making and set targets to improve. All students on the SEND register co-create a one-page pupil passport which is shared with staff.

All students receiving support and intervention take part in the annual “Student Voice”. They enjoy giving their views to our staff.

### **What are the arrangements made by the governing body relating to the treatment of complaints from parents/carers of students with additional needs concerning the provision made at the school?**

If a parent/carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCo, Kirsty Fitzgerald (Assistant Principal - SENDCO). If there is no resolution here (which there most often is) then the complaints procedure should be followed. This can be found on the academy’s website: <https://www.oasisacademyjohnwilliams.org/academy-life/complaints#:~:text=We%20want%20to%20work%20with,concerns%20as%20soon%20as%20possible.>

### **How does the school or governing body involve health/social services, LA support services, and others in meeting the needs of students with Special Educational Needs and their families?**

The SENDCo and the Inclusion Panels meet and discuss the needs of individual students. The SENDCo and the 360° Team Managers can make referrals to a wide range of outside agencies in order to support the specific needs of students under their duty of care.

If the assessment of a student’s needs identifies something that is significantly different to what is usually available, the Local Authority may contribute more funding via an application of Top-Up funding.

The SEND Code of Practice: 0 – 25 years, an EHCP may identify that additional support and an additional budget is required. Parent/carers and students views on provision and intervention are sought.

When students move into Key Stage 4 they are assessed for exam dispensation where necessary to ensure they are able to access exams, this is carried out by an assessor who is qualified to undertake these assessments. Examination invigilators are employed to work in 1:1 or in smaller room settings in order to allow access to scribes and readers where necessary.

In Year 11 the SENDCo and Deputy SEN Manager will liaise with appropriate outside sources to ensure appropriate provision for those students who will need support to transfer to college placements, work placements or Post 16 provision. Students and parent/carers are also involved in these conversations and the views of students form the basis of provision offered.

### **What do we offer for the transition to secondary school?**

There is an Open Evening and Open Morning (held in Term 1) for perspective parents/carers and students to come and have a look around the school and meet staff.

When students have been offered their places, the SENDCo contacts the feeder schools to find out if there are any students transitioning from Year 6 to Year 7 with identified SEND and arranges a meeting to discuss their needs and gather as much key information as possible.

All students are invited in with their parents/carers for a meeting with a key member of staff (SEND students will meet with one of the SEND team) which allows us to get to know the new students.

In Term 6, we hold a transition day for the students to come and experience a day in the school with a welcome talk in the evening. However, extra transition visits can be organised with the SEND team if needed.

### What are the academy’s arrangements for supporting students with additional needs in transferring between phases of education or in preparing for adulthood and independent living?

We have an induction programme in place for welcoming all new students. We have good relationships with our feeder primary schools; the SENDCo attends transition meetings to all feeder primary schools in Year 6, where we share information to support students’ learning and well-being at transition. Personalised transition programmes are developed for students that will benefit from this additional support which includes additional visits and multi-professional meetings.

In Year 11 all students have access to careers guidance and support and in making decisions around Post 16 education to ensure a smooth transition into post 16 education. Further support is provided as necessary for those students and families with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified students. All information is shared and passed on to their new educational provider.

### Where is the Local Authority’s Offer published?

The Local Authority Offer can be found on the Bristol website: [SEND Local Offer \(bristol.gov.uk\)](http://bristol.gov.uk)

<b>Glossary of Terms</b>	
<b>Abbreviation</b>	<b>Meaning</b>
APDR	Assess, Plan, Do, Review (graduated response)
ASD	Autism Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Services
CYN	Creative Youth Network
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
HI	Hearing Impairment
PATH	Planning an Alternative Tomorrow with Hope
PCP	Person Centred Approach
PDA	Pathological Demand Avoidance
PMHS	Primary Mental Health Service
SENDCo	Special Educational Needs and Disability Co-ordinator
SEND	Special Educational Needs and Disability
VI	Visual Impairment

<b>Links to Further Information and Support</b>	
Bristol Autism Team	<a href="mailto:bristol.autism.hotline@bristol.gov.uk">bristol.autism.hotline@bristol.gov.uk</a>



Bristol's Local Offer	<a href="http://bristol.gov.uk">SEND Local Offer (bristol.gov.uk)</a>
British Dyslexia Association	<a href="http://bdadyslexia.org.uk">British Dyslexia Association (bdadyslexia.org.uk)</a>
DFE SEND Code of Practice: 0-25	<a href="http://www.gov.uk">SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)</a>
DFE SEND: guide for parents and carers	<a href="http://www.gov.uk">SEND: guide for parents and carers - GOV.UK (www.gov.uk)</a>
National Autistic Society	<a href="http://autism.org.uk">National Autistic Society (autism.org.uk)</a>
Special Educational Needs and Disabilities Information Advice and Support Services	<a href="#">SENDIASS   Home   KIDS</a>
Tourettes Action	<a href="http://tourettes-action.org.uk">Tourettes Action (tourettes-action.org.uk)</a>