



Oasis Academy Fir Vale

SEND Approach



Intent

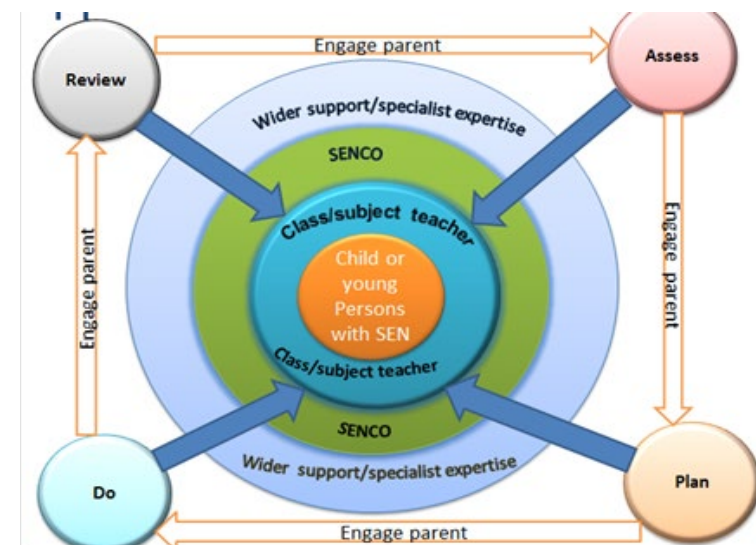
At Oasis Fir Vale we have high expectations and are ambitious for all our pupils.

We ensure:

- All children are fully included in all aspects of school life including visits, access to quality first teaching, a high quality be-spoke curriculum and the school parliament
- All children are supported to communicate their needs and feelings and have a voice in school
- Our curriculum is adapted to meet the needs of our children
- Our curriculum is focused on acquisition of language and basic skills through practical real life experiences
- Teaching groups are organised according to stage of development
- Summative assessments are accurate and staff plan for children's next steps to ensure all children make progress from their starting points
- Quick and accurate assessment of additional needs takes place in a timely manner and targeted support is implemented using evidence based interventions
- The views of individual children and parents are considered and are included in the assess, plan, do, review process
- Children are prepared for the next stage in their education and adult life through careful transition planning and effective partnerships with local schools

Implementation

- All staff have an understanding of trauma informed practice and the impact adverse childhood experiences can have on children's learning and future lives
- We follow the Sheffield procedures for identifying and meeting additional needs
- The Sheffield Support Grid is used to identify levels of need and what strategies would be useful to use in the classroom
- Evidence based interventions are delivered in school by trained staff
- Termly reviews include input from the class team, child, parents, relevant outside agencies and the SENDCO
- Coaching and monitoring of quality first teaching and interventions takes place regularly
- Impact of support and interventions are monitored by the SENDCO and used to inform action planning
- Advice from other agencies is used to inform support plans as part of the graduated approach
- Learning support assessment is bought in through Fusion who also deliver staff training
- Additional Speech and Language Therapist support is also bought in for assessments, support planning and staff training
- The Teacher of the Deaf attends school weekly
- The Educational Psychology service in Sheffield involves visits according to need
- Additional specialist mental health support can be accessed via GP referrals
- The graduated approach is moderated through Sheffield Locality working





Quality first teaching

Staff access regular SEN training from the SENCO and outside agencies throughout the year.

Teaching strategies to support children with learning needs:

- 1.Stage not age -teach the children at the correct level they are at after rigorous assessment
- 2.Differentiation -scaffolding, questioning, support resources, appropriate pace
- 3.Small steps —break learning down and chunk instructions
- 4.Multi-sensory learning —hands on practical experiences, videos, photographs, role play
- 5.Over learning —practise skills in different situations and contexts to embed learning in long term memory
- 6.Global communication —use of visuals, gestures, Makaton, expression





Resources for children with learning and cognition needs

For Organisation

- Task board/checklist
- Now/next board
- Visual prompts to complete a task in steps
- Rebus symbols
- Mind map/story map/story mountains
- Sentence starters

To edit and check their work

- Prompt card e.g. question words, finger space reminder, capital letter/full stop reminder
- Talk Tins/Voice recorder – have they written what they recorded?
- Word mats/phonetic mats/alphabet mats
- Number lines/100 square/times table square

To support recording/learning

- Phonic mat/word mat/alphabet mat
- Number mat/100 square/number lines/times table square
- Use alternative ways to record e.g. record an oral story from a story map
- Use practical apparatus for maths e.g. numicon, beads, cubes, deines etc
- ICT programmes e.g. Clicker
- Phoneme frame
- Shape coding
- Rearrange cut up sentences
- Writing frame
- Talk Buddies
- Talk Tins to record and recall sentences
- Starter sentences
- Reading ruler/coloured overlay/colour paper/enlarged print
- Multi-sensory practise for spellings e.g. move around magnetic letters, write in sand, in water, using paint, in the air, on backs, in glitter etc



Developing early reading and writing skills

Early Writing

Scribe for children to support their developing understanding of what they say can be written down and then read and understood by someone else.

Model writing for a purpose, e.g. a shopping list

Model writing poems and short stories, writing down ideas suggested by the children.

Include opportunities for writing during role play and other activities.

Verbal and pictorial recording—talk tins, ipadrecording, easi-speak microphones, clicker.

Scribing and joint writing—child to generate ideas, avoid copying chunks of text out.

'Spaces' for writing—child generates sentences, adult writes spaces for each word—build towards hearing initial sounds, support with the tricky parts.

Rehearse a sentence -count the words and check them off as they go.

Scaffolding—is this challenging enough? Phase out scaffolding if a child is secure in a skill.

Early Reading

Provide books containing photographs of the children that can be read by adults and that children can begin to 'read' by themselves.

Add child-made books and adult-scribed stories to the book area and use these for sharing stories with others.

Create an environment rich in print where children can learn about words, e.g. using names, signs, posters.

Model the language of print, such as letter, word, page, beginning, end, first, last, middle.

Ensure access to stories for all children by using a range of visual cues and story props.

Pre-teach —explain new vocabulary, relate the book to real life experiences

Cover—predict what it is going to be about reinforcing key strategies

Find any non-decodable words—spot them

Model pure sounds -model blending to read an unknown word

Chunking and 'reading around the word'—encourage children to use their knowledge of stories, grammar and print.

Processing speed and memory—slow down and simplify, don't overload





Developing early maths skills

Early Maths

Listen to and sing number songs and rhymes.

Give children a reason to count and regularly practise counting forwards and backwards from different starting points.

Enable children to note the 'missing set', e.g. 'There are none left' when sharing things out.

Provide number labels for children to use and encourage children to practise writing numerals.

Display numerals in purposeful contexts.

Include money and change in role-play games.

Create opportunities for children to separate objects into unequal groups as well as equal groups.

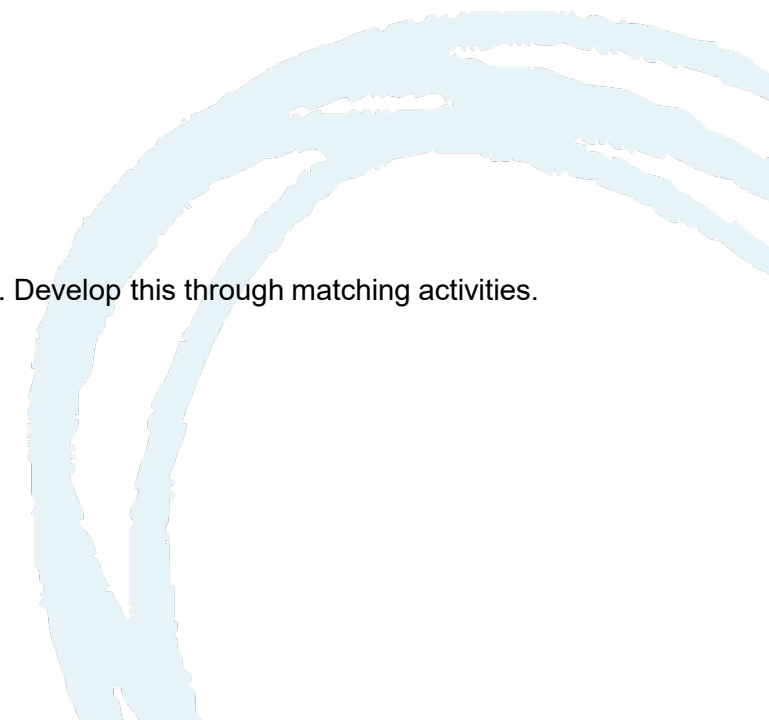
Provide collections of interesting things for children to sort, order, count and label in their play.

Use tactile numeral cards made from sandpaper, velvet or string.

Create opportunities for children to experiment with a number of objects, the written numeral and the written number word. Develop this through matching activities.

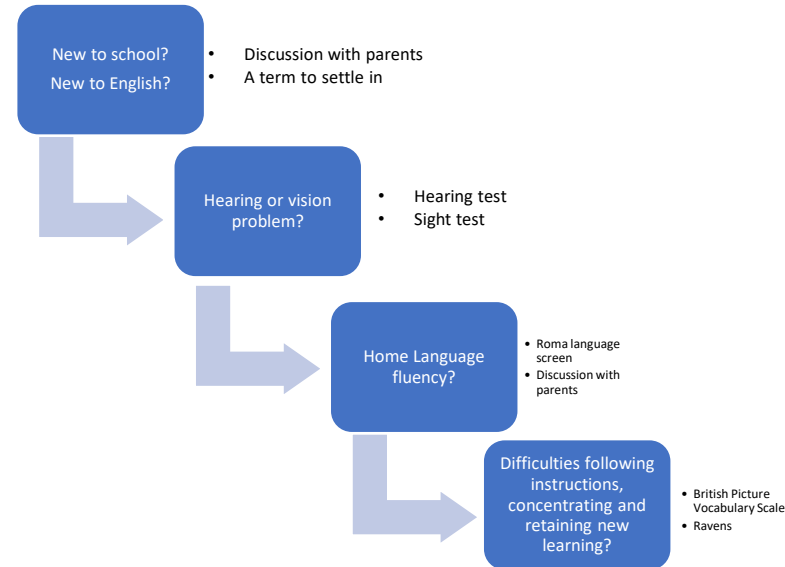
Organise the environment for shape matching, e.g. pictures of different bricks on containers to show where they are kept.

Play games involving children positioning themselves inside, behind, on top etc.



Early identification and assessing need

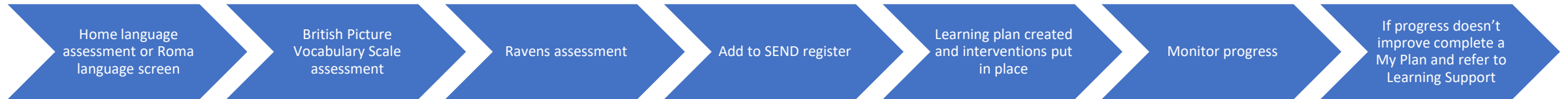
- We ensure that we meet individual needs using both observations and assessments made in school and advice and reports from outside agencies. These are used to inform My Plans and Educational Health Care Plans as part of the graduated approach.
- The Birmingham Toolkit is used to support targeted teaching to ensure all children make progress from their starting points.
- The Sheffield Support Grid is also used to assess levels of need and also plan next steps as part of the graduated approach.
- My plans are moderated through the Fir Vale Family of Schools.
- The initial assessment process we follow is outlined below:



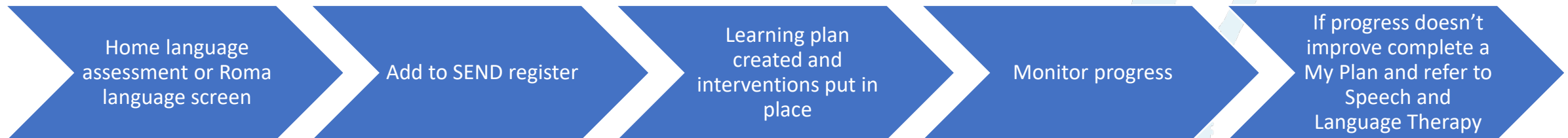


Early identification process

Learning needs early identification process



Speech and language early identification process





Interventions

Purpose	Frequency	Group Size	Assessment Info	Duration
LEAP To develop language skills, turn taking, social skills.	Twice weekly	Up to 6	Once per term New starters to be assessed in the first week	20 mins Assessment is 1:1 and should take no more than 10 mins per child.
VIP To develop vocabulary, turn taking, social skills.	Twice weekly			
Play and Say To develop early language, social skills, turn taking.	Twice weekly	Up to 6	Once per term Language assessment - resources available	15 mins
Pastoral – Positive Me To develop self-esteem, friendship skills, social skills.	Twice weekly	Up to 8	Once per term Pastoral assessment - 5 statements to give a score for	15-20 mins
Attention Autism To develop attention and listening skills.	Twice weekly	Up to 6	Once per term 4 statements to give a score for	15 mins
Precision Teaching To develop sight reading of common exception words.	Twice weekly	1:1 or group of up to 6	Once per term Assessment of common exception words at correct level for child PM starter reading running record	10 mins
Fine Motor To develop fine and gross motor skills.	Twice weekly	1:1 or group of up to 6	Once per term Assessment as % accuracy judgement for functional skills e.g. cutlery use, cutting skills and handwriting/letter formation	10 mins
Post Maths To follow up on misconceptions and develop confidence in key maths skills worked on in maths lessons.	Twice weekly	1:1 or group of up to 6	Once per term Assessment via maths progress	15 mins
Time to Talk To develop speaking and listening skills, turn taking and self-confidence.	Twice weekly	1:1 or group of up to 6	Once per term Assessment via scores for vocabulary, social language use, sequencing and attention and memory.	20 mins



Communication and Interaction

Assessment of need

All children are given a level for their language acquisition in English if they are learning English as an Additional Language, this includes information from parents. Children who are new to English are given a term to settle in. Difficulties in home language may be evidence of a Developmental Language Disorder or a specific learning difficulty. Children are referred to the Speech and Language Therapy Service as needed. Difficulties with pronunciation require specialist support from the Speech Therapist which is followed up in class by the class teacher or teaching assistant. ROMLAT is used by speech therapists to assess a child's progress in Roma if this is their first language. Communication difficulties can impact on delayed social skill development, the ability to self regulate and development of emotional literacy..

Wave 1

Quality first teaching strategies

Some children with have individual communication plans from the speech therapist for pronunciation difficulties.

Autistic Spectrum Disorder

Support is based on individual need aimed at reducing levels of anxiety and sensory overload and building social skills:

- Visual timetables and First/Next and Start/Finish boxes
- Social stories
- Sensory breaks and calm boxes
- Social, Communication, Emotional Regulation and Transactional Support (SCERTS) resources
- Lego therapy intervention
- Attention Autism intervention

The Autism Communication Team can also be accessed for specialist advice following diagnosis.

Wave 2

Intervention

Play and Say, Language Enrichment Activity Program (LEAP) and Vocabulary Improvement Program (VIP) are used as interventions throughout school. The sessions are delivered in small groups by trained teaching assistants. The interventions provide targeted support with vocabulary development, attention and social communication. Children access the intervention for half a term, there is an assessment at the start and end. A further assessment takes place half a term later after the intervention has finished to measure achievement and plan next steps.

LEAP works at 3 levels: 1-2 key words, 3 key words and 4 key words. Each level includes 6 topics:body parts, actions, clothes, food, animals, home and transport.

VIP is designed to develop children's strategies for learning, storing and retrieving vocabulary and follows on from LEAP.

Other language interventions used in school are:

- Listening Lola
- Beat Baby
- Attention Autism
- Lego Therapy

Wave 3

Specialist support

We buy in additional time from a Speech and Language Therapist to assess children through referrals, train staff, support parents, provide advice for support plans and to assist with referrals to other agencies as necessary.

Referrals can also be made to the GP for Community Paediatrics and the Ryegate Assessment Centre.

Locke and Beech assessment is used to support complex high needs.



Learning and Cognition

Assessment of need

A referral to Learning Support (Fusion) is made if child's progress is causing concern over time or if children appear to be finding it difficult to follow instructions, or retain learning. Assessment helps identify if the barrier to learning is understanding, retention or both. This is with parental permission. All newly arrived children are given time to settle in and adjust. Children may have an undiagnosed need, this could include a hearing or sight impairment, a language need or development delay. Locke and Beech assessments are used to assess areas of need for children with significant or complex needs.

Wave 1

Quality first teaching strategies

Processing speed & memory

- Slow down and simplify language
 - Chunk instructions
- Provide visual instruction support through visual timetables, mini white boards
 - Check understanding through questioning
 - Use recording devices to lessen cognitive load
- Use concentration stations—ear defenders, table top shields

Wave 2

Teaching Assistants deliver in class support and small group or individual interventions including Precision Teaching and Maths Post Learning. Assessments are used at the start and end of interventions to track progress.

Precision Teaching — individual/group support for improved recall of sight words.

Maths Post Learning — group support to recap learning or address misconceptions

EAL reading— group intervention to boost knowledge of print, phonics skills and access to texts.

Shape Coding - used to support early writing skills.

Wave 3

Specialist support

We buy in the additional services of a learning support teacher to advise on individual support and provision as necessary.



Social, Emotional and Mental Health needs

Assessment of need

A significant number of children have difficulties with emotional regulation, social skills, resilience and emotional literacy. The Zones of Regulation resources are used through school to support the children in their emotional regulation skills. Need is assessed through completion of a Boxall Profile, use of the Sheffield Support Grid or pastoral assessment. Referrals can also be made for individual support and to the GP and CAMHS if mental health needs require additional support. Boxall profile to identify and measure social, emotional and behavioural development. The Educational Psychologist 'Toolkit' resource is to used as initial assessment before referrals.

Wave 1
Quality first teaching strategies

Children access a daily circle time based on the Oasis 9 Habits, regular check ins using the Zones of Regulation resources and the restorative approach. The Healthy Minds and Zones of Regulation approach is used in all classes to 'check in' and give support for emotional regulation.

Wave 2
Intervention

Teaching Assistants and learning mentors deliver in class support and small group or individual interventions. Assessments are used at the start and end of interventions to track progress.

Anger Critters -intervention to support emotional regulation
Lego Therapy –group intervention to support turn taking, speaking and listening and problem solving
Theraplay—intervention aimed building attachment, self-esteem, trust in others, and joyful engagement.
Commando Joe –group intervention to improve character development, problem solving, communication, resilience, turn taking
Zones of Regulation & 5 point scale & calm boxes —linked to SCERTs program supporting emotional regulation
Social Stories & comic strip conversations –resources used in preparing for changes of routine or behaviour
Positive Me –aimed at developing self confidence, self esteem and emotional regulation strategies
Think for the Future—bought in mentor support to deliver interventions based on resilience, building skills for positive relationships, self esteem and aspirations.
Worry Monsters –These are used on an individual basis to allow children to have a voice and express how they are feeling.

➤ Positive Handling plans are used for identified children to support staff to identify triggers and use preferred de-escalation and handling strategies.

Wave 3

Specialist support
An ABC to identify triggers and Positive Handling Plans are used as required to highlight triggers and support staff in the use of effective strategies for individual children.

A trained counsellor is bought in a day a week for 1:1 interventions with parental consent.

The SENDCO is trained to deliver art box therapy interventions.

Support by the Educational Psychologist is accessed for an assessment report or drop in with the class teacher and key staff.

Community Youth Team support can be accessed through a referral process.

Referrals for Child and Adult Mental Health Services (CAMHS) can be made via a GP.

The ZONES of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control





Assessment of Need

Referrals are made as needed to the opticians for a sight test, GP for audiology tests, and the GP or hospital for Occupational Therapy or Physiotherapy.

Staff are aware of the high prevalence of hearing impairment within the local Roma population so are able to spot signs of a possible impairment.

The South Warwickshire NHS assessment and checklist can be used to assess the needs of individuals.

Hearing impaired, visually impaired, medical or physical needs

Wave 1

Quality first teaching strategies

Ensure children are seated near the front of the class

Ensure aids are worn and are working

Ensure glasses are worn each day

Wave 2

Intervention

Teaching Assistants deliver in class support and small group or individual interventions. Assessments are used at the start and end of interventions to track progress.

Write Dance—aimed at developing gross motor skills

Dough Disco—involves moulding dough in time to music and performing actions

Fine Motor—general activities including threading, using tweezers, peg boards, mazes

Sensory circuit—sensory and motor skill development
Children with medical needs have a care plan in place.

Children with physical needs have a risk assessment and personal evacuation plan in place as needed.

Wave 3

Specialist support

Any child with a hearing loss can access support from the Hearing Impairment Service. This might be a one off visit, annual visits or termly visits for assessment of need and advice to staff.

Wave 3 support for children assessed as level 4 using the Sheffield support grid receive regular in school support from the Teacher of the Deaf to improve their speaking, literacy and maths skills.

Wave 3 support for children assessed as level 4 using the Sheffield support grid receive regular in school support from the Visual Impairment Service.



Safeguarding Considerations

We are aware of the additional vulnerabilities children with additional needs may have in relation to keeping themselves safe.

We ensure that we provide our children with access to:

- Regular teaching on how to keep themselves safe.
- Regular teaching and support to emotionally regulate.
- Specialist support –art box, counselling, GP referrals.
- 3 Houses work to capture children’s hopes, dreams and worries.
- A key person in school to develop positive relationships with. Staff know children well meaning they are able to respond appropriately to changes in behaviour.
- If communication is an area of need children will be supported to communicate using non-verbal communication methods e.g. Makaton, gesture and Communicate in Print. These skills enable children to communicate worries or concerns.



Staff CPD and Opportunities

SCERTS across locality B –Attention Autism

- Shape Coding training
- Quality First Teaching training
- Sheffield Support Grid assessment
- Reviewing SEND Outcomes training
- LEAP, VIP, Early language group, Play and Say training
- ROMA screen training for specific staff
- ACE aware and trauma informed training





SEND review process in school

For children who are not making progress or a concern has been identified a support plan will be initiated.

The SENDCO will ensure they have access to Quality First Teaching to meet their needs.

Birmingham Toolkit to be used to inform both whole class teaching strategies and targeted strategies.



For children at level 3 or below on the Sheffield Support Grid their needs will be met by Quality First Teaching set out in the Birmingham Toolkit.

Their progress will be reviewed by class teachers 3 times a year; at two parents evening discussions and a final term review letter.

The class teacher and SENDCO will meet if things are changing for the child, for example, they are not making expected progress.



For children at level 4 (those with outside agencies involved or with higher levels of need such as regular small group/individual support) on the Sheffield Support Grid needs, outcomes and support will be outline in a My Plan.

The outcomes will be set using the Birmingham Toolkit resources.

The My Plan will be formally reviewed at termly Pupil Progress meetings in line with assessment points. The SENDCO will then meet with parents to add their views and response.



For children with an Education Health Care Plan ...