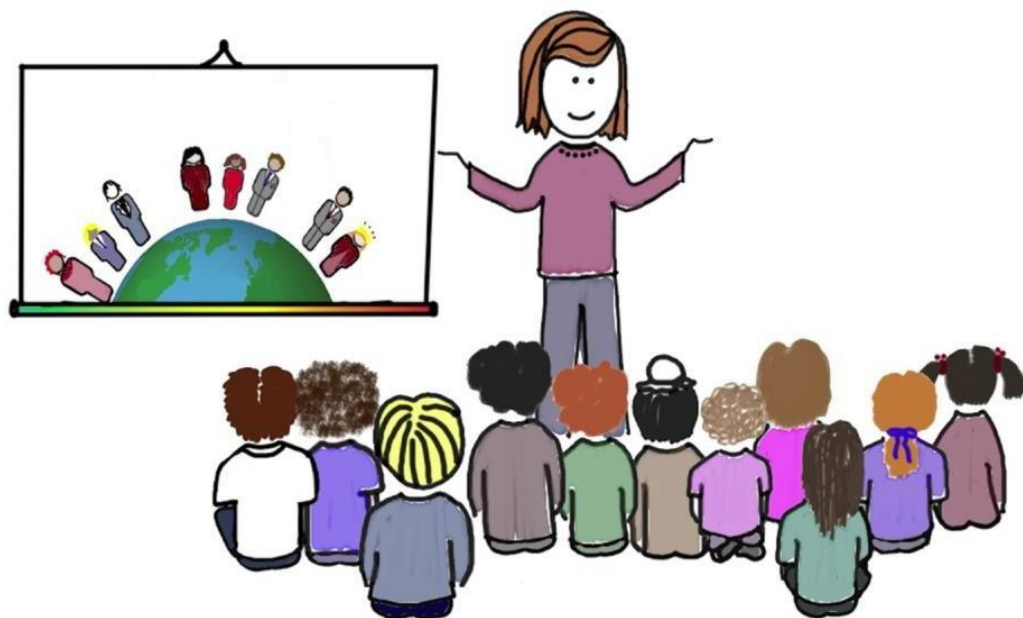


Special Educational Needs and Disability Information Report



September 2023

What do we offer children and young people with Special Educational Needs and/or Disability (SEN/D) at Oasis Academy Long Cross?



[Click here to find out about Bristol's Local Offer and more information for parents and carers of children with SEND.](#)

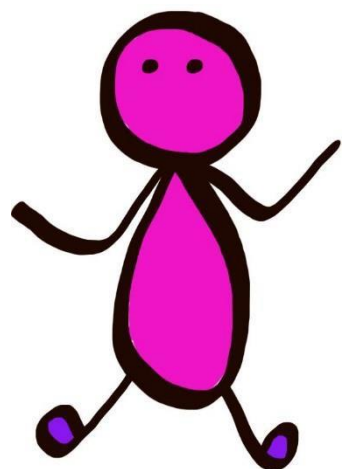


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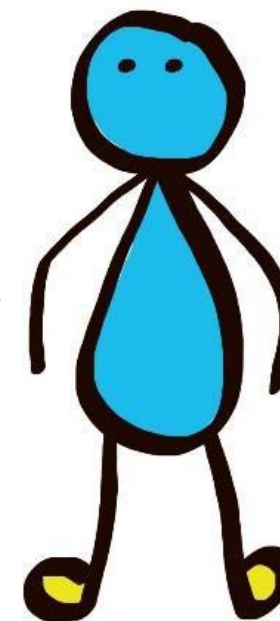
What is our vision for supporting pupils with SEN/D?

All children....



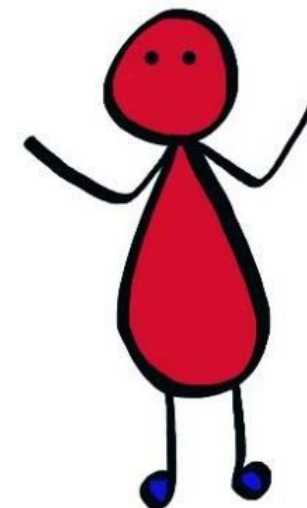
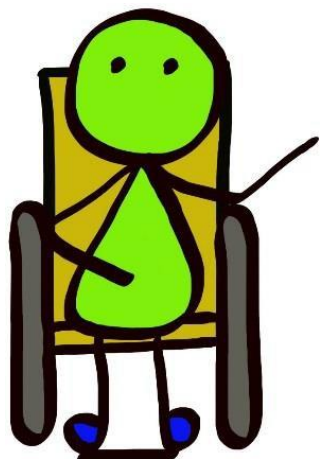
Are
valued equally
and have equal
opportunities

Can
flourish and
feel safe



Have lots of **new experiences** and
learn things that
are **relevant** to
them

Have the
chance to be
the **best that**
they can be



What needs are we able to meet?

We are a fully inclusive school and are committed to welcoming children with a wide range of support needs into our school community. Every child is unique and we approach meeting need on an individual basis. Wherever possible we like to talk with parents and any other involved professionals before children start to make sure we can get the right support in place as quickly as possible. The SEND code of practice organises need into four main categories; these are explained on this page along with some examples of specific difficulties we are able to support at Long Cross.

Social Emotional and Mental Health

Attention Deficit Hyperactivity Disorder (ADHD)
Attachment difficulties

Communication and Interaction

Autism Spectrum Condition (ASC)
Speech and Language difficulties
Specific Language Impairments

Cognition and Learning

Moderate Learning Difficulties
Specific Learning Difficulties (such as Dyslexia, Dyspraxia, Dyscalculia)

Sensory and Physical

Visual and/or Hearing Impairment
Developmental Co-ordination Disorders
Sensory Processing Difficulties
Cerebral Palsy
Hypermobility

Does your child have an EHCP?

If your child has an EHCP and you would like them to come to Long Cross then a copy of the EHCP will be sent to us from the Local Authority. This is called a consult. We will look carefully through the EHCP and then let the Local Authority know whether or not we are able to offer the support that your child needs.



Looking for a Resource Base?

Our **Resource Base** supports children with ASC or complex needs who have an EHCP. The Local Authority decides who gets a place in our resource base, NOT the academy. For more information about our resource base please refer to the resource base section on our website.

How do we decide whether a child has a special educational need?

A child has SEND if they have a learning difficulty or disability which means *additional or different* provision needs to be made for them. You know your child best and so please let us know if your child has any difficulties or needs that you think we may not be aware of.

Teachers are always checking how children are getting on as they teach lessons and work with them. Children are usually more formally assessed in core subjects 3 x a year. We also keep a close eye on how children are coping socially and what behaviours they are showing. We believe that all behaviour is communication and that a change or deterioration in behaviour can be a sign that a child is struggling with something else. Teachers will be able to identify quickly if a child is struggling and will talk to you and our SENCO to plan next steps to help.

Many children may need a small change or some short term extra support at some point in their school career. This doesn't necessarily mean they have SEND and our staff are excellent at ensuring any problems are spotted and quickly addressed .

If a child's difficulty continues after this then the SENCO will work with class teacher to plan what support we need to put in place. If we need more information about a child's needs or the type of support that they need, we may ask for help from **other professionals** such as speech and language therapists or an educational psychologist.

Once we have decided that a child has SEND they will be added to our **SEN/D Support Register**. This is a list of names and means that the SENCO will now be watching the child's progress carefully and working with the teacher and parents to make sure the right support is in place.

Working together

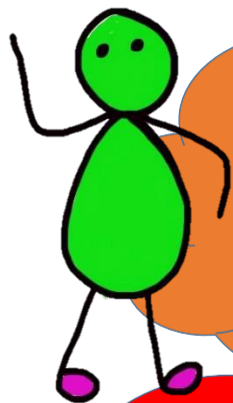
We will ask you and your child to work with us at every point of this process. The class teacher will discuss any decisions with you. Sometimes the SENCO will meet with you



Diagnosis

A formal diagnosis of a specific condition is not always necessary to understand and meet a child's needs and we can usually plan and put appropriate support in place without this. Sometimes exploring a diagnosis can be beneficial in helping us all understand a child's needs and ensuring they have access to appropriate support. If this is the case we will all work together with the appropriate professionals to pursue this. Any diagnosis needs to be made by an appropriately trained professional.

How will you know what is happening for your child at the academy?



News will often be shared by teachers at the start or end of the day in person or by phone.

Want to share some news or worries? Pop in and ask to arrange a time to meet with the class teacher. The SENCO can come along too if you ask.



If we are trying to decide whether your child has a SEN, we will talk to you about this. If they are added to the SEND support register, we will ask you to come and meet with the teacher to talk about their needs.

Parents' evening (2 x per year) will allow you to talk with you and your child's teacher about your child's outcomes, how well they are working towards them, how best to support them and what they need to work on next.

Pathway Plans will be created with you and your child and they will be reviewed with you 3 times a year.

If we want help from other professionals we will contact you first. You will be invited to any meetings and given a copy of any reports.



Annual review meetings for children with EHCPs. All professionals involved will be asked to attend.

How will I know how well my child is doing?

If your child has SEN/D they will have a **Pathway Plan**. It will be written by their class teacher with support from the SENCO and with help and input from you and your child. It will focus on identifying what barriers your child is facing in accessing and thriving at school and will plan what support needs to be in place to remove these barriers. These are reviewed with you and your child at least 3 x a year.

Teachers will regularly talk to you and your child about their achievements and next steps. Achievements will also be celebrated during celebration assemblies and at the end of the school day. If you have any questions about how your child is getting on in school, the first step is always to ask to speak with the class teacher. They will be happy to talk about how they are supporting your child and how well they are doing in class. You can also ask to meet with the SENCO or Assistant Principal (Inclusion) along with the class teacher if you want to talk about anything further.

Communication



If your child has an EHCP you will be invited to a yearly meeting all about them called an **Annual Review**. All professionals involved with working with your child will be invited to this meeting. We like the child to be involved in this meeting in whatever way they can. Some children prepare photos, drawings, symbols or written words to say what they think at the meeting. This meeting is a celebration to show how hard they have worked throughout the year and a chance for everyone to plan for the year ahead.



An end of year report will be send home in the summer term. This will explain how your child has made progress during the year and explain their next steps.

School Report

How do we check that children with SEN/D are making good progress?

You know your child best and so it is important that we know how you feel they are getting on and what they need. You will be given formal opportunities to do this when Pathway Plans are reviewed and written and at parents evenings but please come and talk to us if there is ever any new information or if anything is worrying you.

We formally assess children's reading book levels at least 3 x per year but do so informally much more. In Reception and Y1 we assess children's phonic knowledge at least 3 x per year. We will carry on assessing phonics for children who need it in other year groups too.

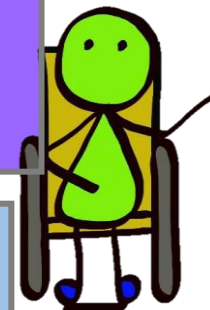
Your child's teacher will be keeping a particular eye out for how your child is progressing and responding to support in place; they will tweak their teaching and support as the term progresses and will let you know if there are any big changes before the next formal review point.

Teachers meet with the SENCO and Assistant Principal three times per year to discuss the progress of every child with SEN/D in their class. At this meeting we will talk about how well your child has been progressing, set new 'outcomes' for your child to work on over the next term and discuss and plan the provision that they will need.

Children with SEN/D are usually formally assessed in core subjects 3 x per year. These assessments take your child's needs into account and allow us to monitor small steps of progress and set targets which are most helpful for your child, based on what they need to know next. We use this information to create Pathway Plans and review your child's provision.

Different assessments may be used depending on your child's type of need. These might include assessing how much control they have over their movements or how their social skills are developing. How we are assessing your child will always be shared with you and the information will always feed into Pathway Plan meetings to help to make sure we are putting the right support in place.

We may ask for help from an outside professional such as an Educational Psychologist or Speech and Language Therapist to assess and review your child's progress. This will always be shared with you and will help inform Pathway Plan writing.

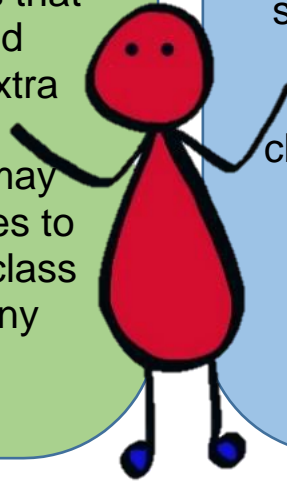


How do we prepare children with SEN/D for changes?

We find that lots of children cope well with the changes that are thrown at them on a daily basis at the academy. However, we always like to prepare children as best we can for the times when they do need extra support.

A new class

At the end of the summer term, we make booklets for the children to take home over the summer which tells them all about their new class. It has photos of staff, the new classroom and explains any new rules that might be in place. For children who find change particularly difficult, we plan extra transition activities so that when the change comes, they feel ready. This may include visits to the classroom, chances to talk with their new teacher outside of class time or time to talk to an adult about any worries that they may have.



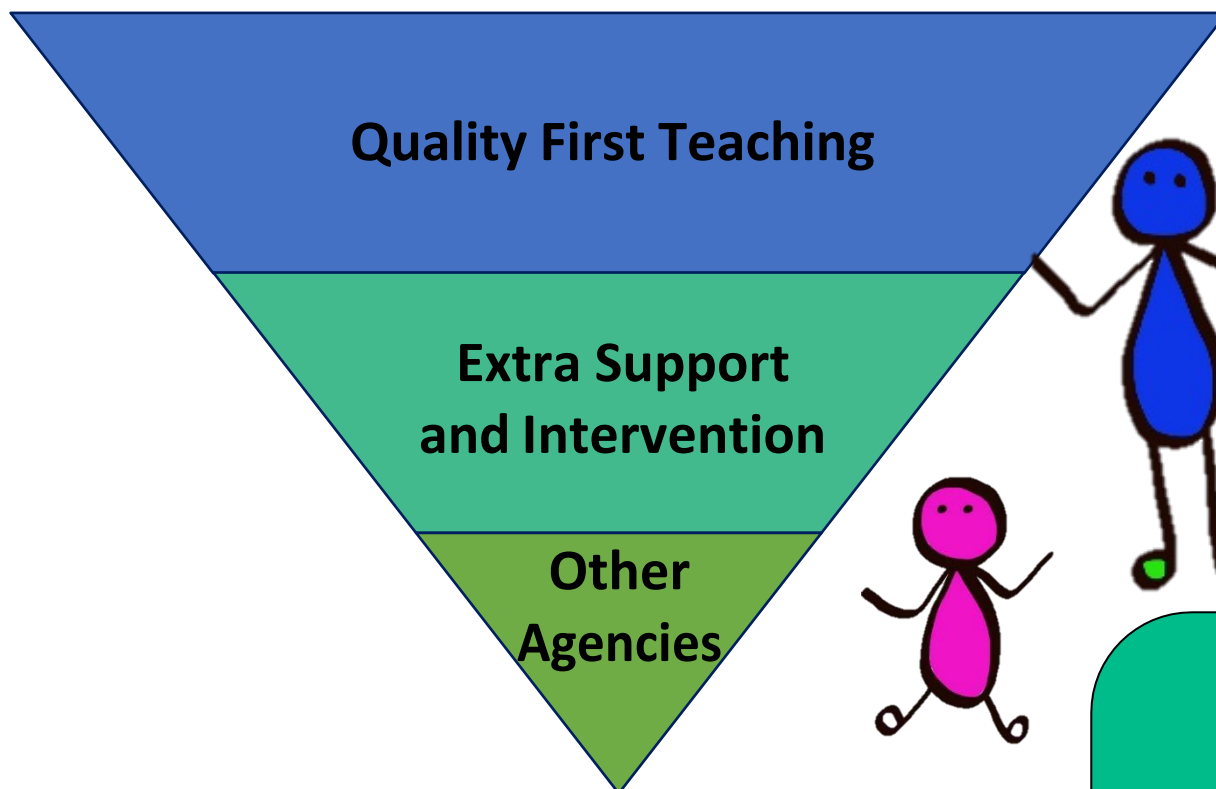
A new school

As soon as your child's place has been confirmed at their next school, we will make contact with them and begin to plan their transition. We always share information with new staff so that we can make the change as easy as possible for your child. We make sure that any reports are given to the new setting at the end of the school year. When moving on to secondary school, all children are invited to attend visits at their chosen school and some children will be invited to extra sessions too. Sometimes children like to see photos of their new school, key staff members and important places. We work closely with you, your child and the new school to help make this transition as smooth as it can possibly be.

Unexpected changes

Life is full of unexpected changes. For some children this is very difficult to understand. For these children, we try our best to prepare them for any changes that may occur.

How do we help children with SEN/D?



Quality first teaching

We believe that children learn best in the classroom with their class teacher. For this to happen, children might need resources or equipment or to be taught using different approaches, or with additional adult support some of the time. This is what we call quality first teaching and is the first and often most effective way to meet SEND. Subject leaders and the SENCO works closely with the class teacher to look at how we can make classroom teaching work for all children.

Extra Support and Intervention

Sometimes children will also be offered intervention support outside of their lessons. Sometimes this is with a small group of children and sometimes this is one to one with an adult. These are planned on an individual basis depending on what your child needs.

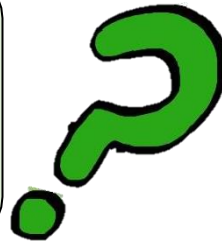
Support from other Agencies

A few children will continue to find things difficult, even after they have had extra support and intervention. For these children, we will usually ask for support from other agencies such as speech and language therapists, Educational Psychologists and health professionals. They can help us identify what difficulties your child is having and plan new ways to support them at school.

What resources do we use to support children with SEN/D?

How accessible is the academy?

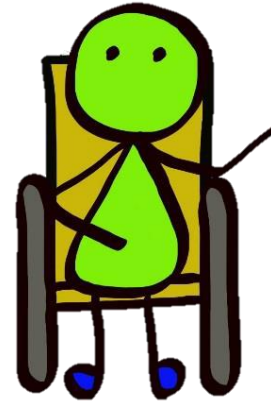
The academy is accessible by wheelchair on all levels using the lifts. We have an accessibility plan which is helping us to improve access all of the time.



What facilities do we have already?

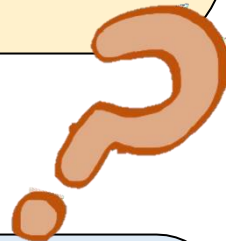
We have many facilities across the school site. These include:

- Disabled toilets throughout the academy
- Co regulation break out spaces
- A wide variety of classroom equipment such as wedge cushions, writing slopes and adapted pen grips.



What if your child needs 1:1 support?

Additional adult support is allocated based on the needs of individuals and classes. This may be whilst in the classroom when it will be directed by the teacher to help all children as and when they need it. It also includes a number of interventions which we run at the academy. We rarely allocate a child 1:1 LSA support as we know that this reduces the amount of time a child spends with their class teacher – something which we would like to avoid. However, in some situations, we understand that some children need to have 1:1 support from an additional adult for some specific activities or parts of the school day. If this is the case we may ask the Local Authority for some additional money to fund this support.



What if we don't have the equipment that your child needs?

We already have a wide range of equipment and resources at the academy. However, if your child needs a piece of equipment that we don't have, we should be able to source what they need.



How are staff trained to support children with SEN/D?

Our SENCO and our Assistant Principal (Inclusion) have been working with pupils with SEN/D for many years and our SENCo has the National Award for SENCOs. They both have a wealth of knowledge and experiences to ensure all pupils have the chance to thrive.

Is your SENCO qualified?

How do you decide what training to deliver?

First we look at the needs of the children at the academy. If we have a lot of pupils with a particular type of need or a difficulty that we have had less experience of we will look to provide training for staff in these areas. We also look at the training our staff team have already had and make sure that we fill any gaps in training for individuals and the staff as a whole.

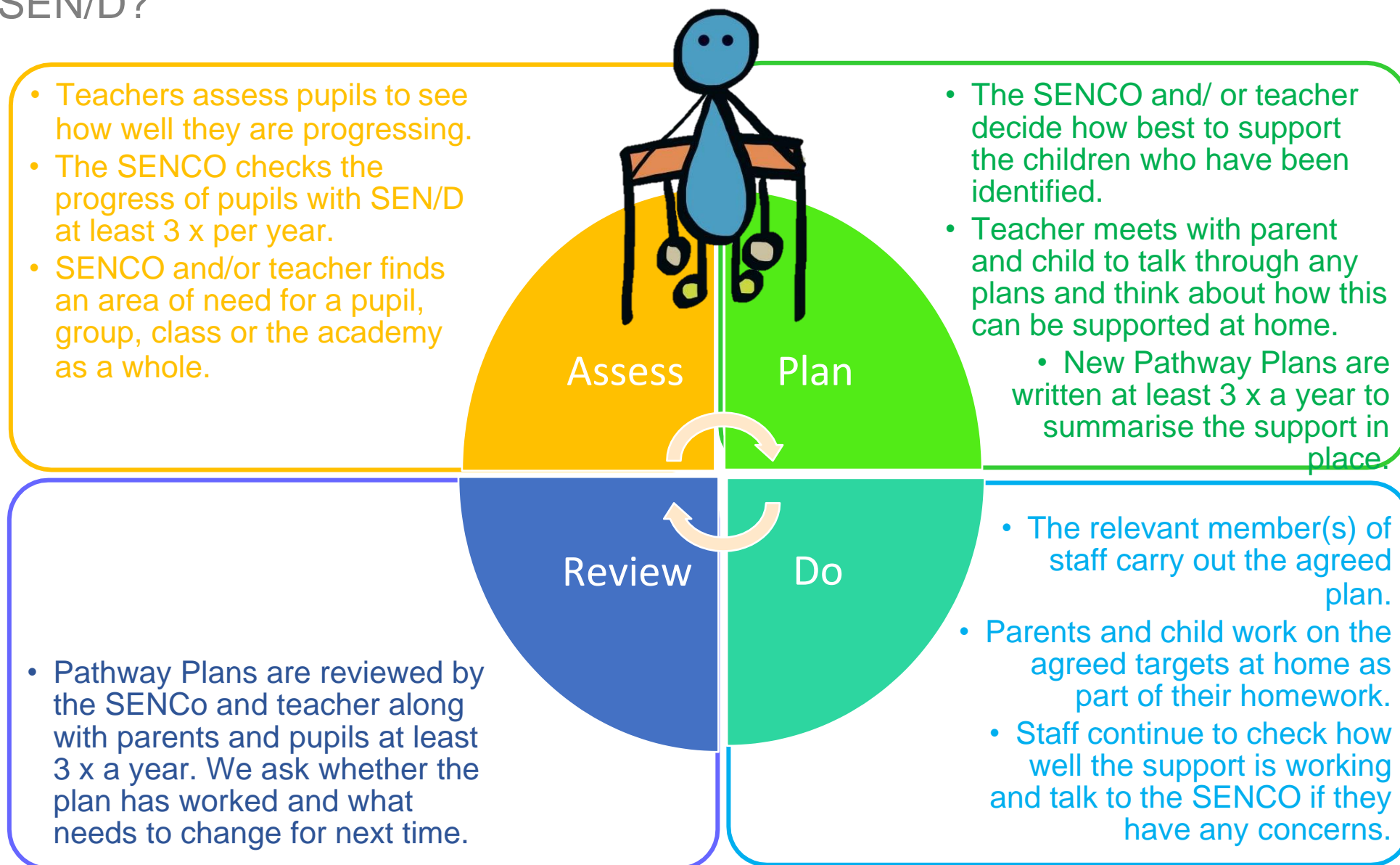
We have a number of members of staff who are highly trained and experienced in the field of SEN/D. Much of our training is therefore delivered by staff 'in house' who have experience in the area being covered. When we do not have the expertise 'in house' we seek support from outside of the academy and will ask professionals to come in to deliver training for us. If there are individual staff members who need training in a particular area then we signpost them towards courses that are run outside of the academy.

Who delivers the training to the staff?

What training have staff already had?

As we have many staff members who have been at the academy for many years, our training experience is wide ranging. Recent training has included: supporting pupils with Speech, Language and Communication Needs, supporting pupils with Social, Emotional and Mental Health difficulties, Deaf learners, Autism Spectrum Conditions, Dyslexia, Zones of Regulation and the 2015 Code of Practice.

How do we check how well the academy is supporting children with SEN/D?



What 'out of school' activities do we offer children with SEN/D?

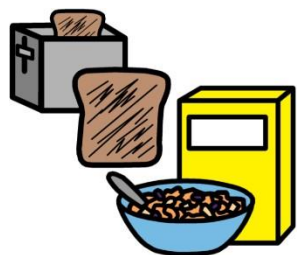
We believe that all pupils at the academy should be given the same opportunities even when they have a SEN/D.

Educational Visits

So if your child's year group are going on an outing of some kind, we think carefully about how they can be safely included on that visit. This includes swimming, educational visits and residential trips. Sometimes this means that a child will need extra resources or equipment and on the odd occasion, a child may need adult support to keep them safe. We will always work with you to include your child wherever possible.



If you feel that you would like your child to attend extra-curricular activities but are worried about this, please ask to speak to your child's class teacher so that we can plan a way to support them best.



Breakfast club and after school events

There is a breakfast club at the academy and we do have some after school clubs. These are also on offer to pupils with SEN/D, as long as the appropriate level of staffing can be provided. We would be happy to talk about this with you.

How do we support the wellbeing of children with SEN/D?

Wellbeing is at the heart of everything we do, both for our children and our staff. We have a qualified 'Trauma Informed' practitioner in our staff team and these principles underpin daily life in our academy.

Nurture at our Core

We pride ourselves on being a nurturing staff team who support children through any difficulties they may be facing. Our whole staff team have had training in supporting children with social, emotional and mental health difficulties and are cautious to spot these difficulties in children.

What support do we offer?

If we notice that children are struggling with friendships, have low self-confidence or are going through a difficult time, they can access support from our staff team who will talk through any worries with the child. We also give those children who need it extra support, such as lunchtime club.

Medication

We are able to administer medications in school. You will need to fill out the appropriate paperwork. In some instances a care plan will be needed. We are able to support children with toileting at school. However, we always ask that every effort is made at home to support with this too and that anything we put into place in school, is also done at home.

Signposting

We know about lots of services that can offer support to families and are always happy to signpost you to the right place. We work closely with agencies such as CAMHS, Barnardos and the disabled children's team.

Bullying

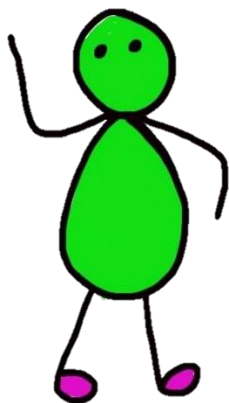
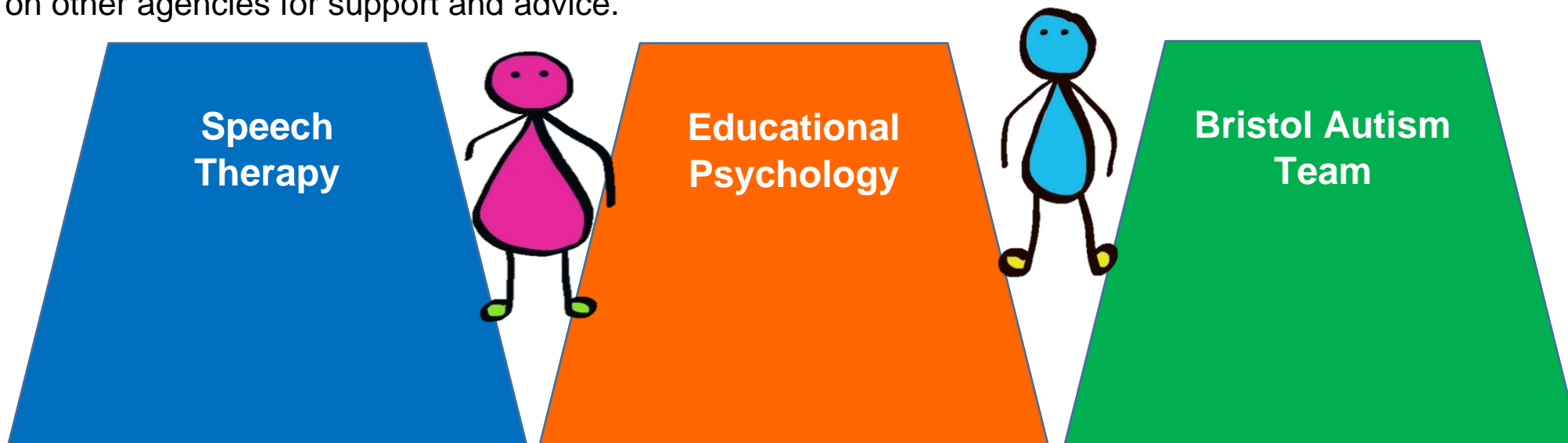
Bullying is taken very seriously at the academy. We hold anti-bullying events and incidents of bullying will always be investigated fully and dealt with appropriately.

Behaviour

Some children may need extra support to meet the academy's behaviour expectations. We work as a team to plan for them individually. These individual plans are shared with parents and the child, and always have a positive focus.

How do we work with other services to support children with SEN/D?

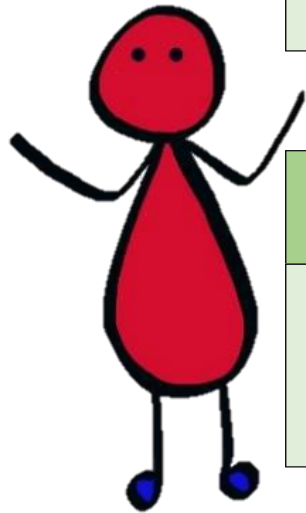
Wherever possible, we try to use the knowledge and skills we have at the academy to support children with SEN/D. This means we can respond quickly as a need appears using everything we already know about the child. However, there will be times when our knowledge and skills are simply not enough and we need to call on other agencies for support and advice.



The speech therapists come in to discuss children 3 times a year and sometimes work directly with children. We regularly meet with the EP to plan support for children and can refer to the BAT link person for children with ASC. We also work with other agencies including CAMHS, Young Carers, Early Help, School Nurses, social care, paediatricians, therapists, behaviour specialists, occupational therapists and physiotherapists. The SENCO or Family and Pupil Support Lead are usually the people who co-ordinate support with these agencies, but we make sure the class teacher is always involved.

What do you do if you want to make a complaint?

If you have a concern of any kind, we hope that you would feel able to come and speak with us about it. Here's what to do if you have a concern.



I have a concern, what should I do?

Your child's class teacher would usually be the best person to speak to if you have any worries or concerns. They work closely with your child and would be best placed to answer your questions. Sometimes, you may prefer to speak with the SENCO about your concerns. If so, we will happily arrange an appropriate time to meet with you.



But I'm not satisfied with the answer I have received

If, after talking through your concerns, you are unsatisfied with the answers you have been given, then the member of staff you have spoken to would usually seek advice from someone more senior. At this point, they may also ask you to put your complaint in writing, so that it can be dealt with promptly by the most appropriate person.



But what if my concern is of a serious nature

If you have a complaint of an urgent or serious nature, please make this known when asking to speak with a member of staff. It may be appropriate at this stage, for your concerns to be passed directly to the Principal.

Who should I contact if I want more information?



My name is **Rachel Barry**. I am the SENCO at Oasis Academy Long Cross. I would be happy to answer any questions you may have about what we offer at the academy.

You can contact me

By telephone: **0117 903 0333**

By email: **rachel.barry@oasislongcross.org**

How do I get a place for my child at Oasis Academy Long Cross?

Resource Base

We do not allocate places in our resource base, the local authority do. If you would like your child to attend our resource base, they will need an EHCP and you will need to contact the Local Authority. Children who attend the mainstream classes, are NOT more likely to get a place in the resource base than a child from another school.

Our current
Published
Admission
Number (PAN)
for
reception is 60.

We are an inclusive Primary School who want every child to achieve their personal best. We are a non-selective academy which is open to pupils of all religious faiths and those of no faith.

If you would like your child to come to our academy in Reception, then you will need to complete the application form via the Bristol City Council website by the given deadline. If you want to apply for a place at any other time, then you need to contact the academy directly.

Children with EHCPs do not follow the general admission arrangements. If you ask the local authority for a place at the academy, they will send through your child's EHCP for us to look at and consider whether we are able to meet the needs outlined. If we feel that we are able to, then the academy will be named in your child's EHCP and they will be allocated a place. You will need to talk to your child's current school and the local authority about requesting a place at the academy if they have an EHCP.