Oasis Blakenhale

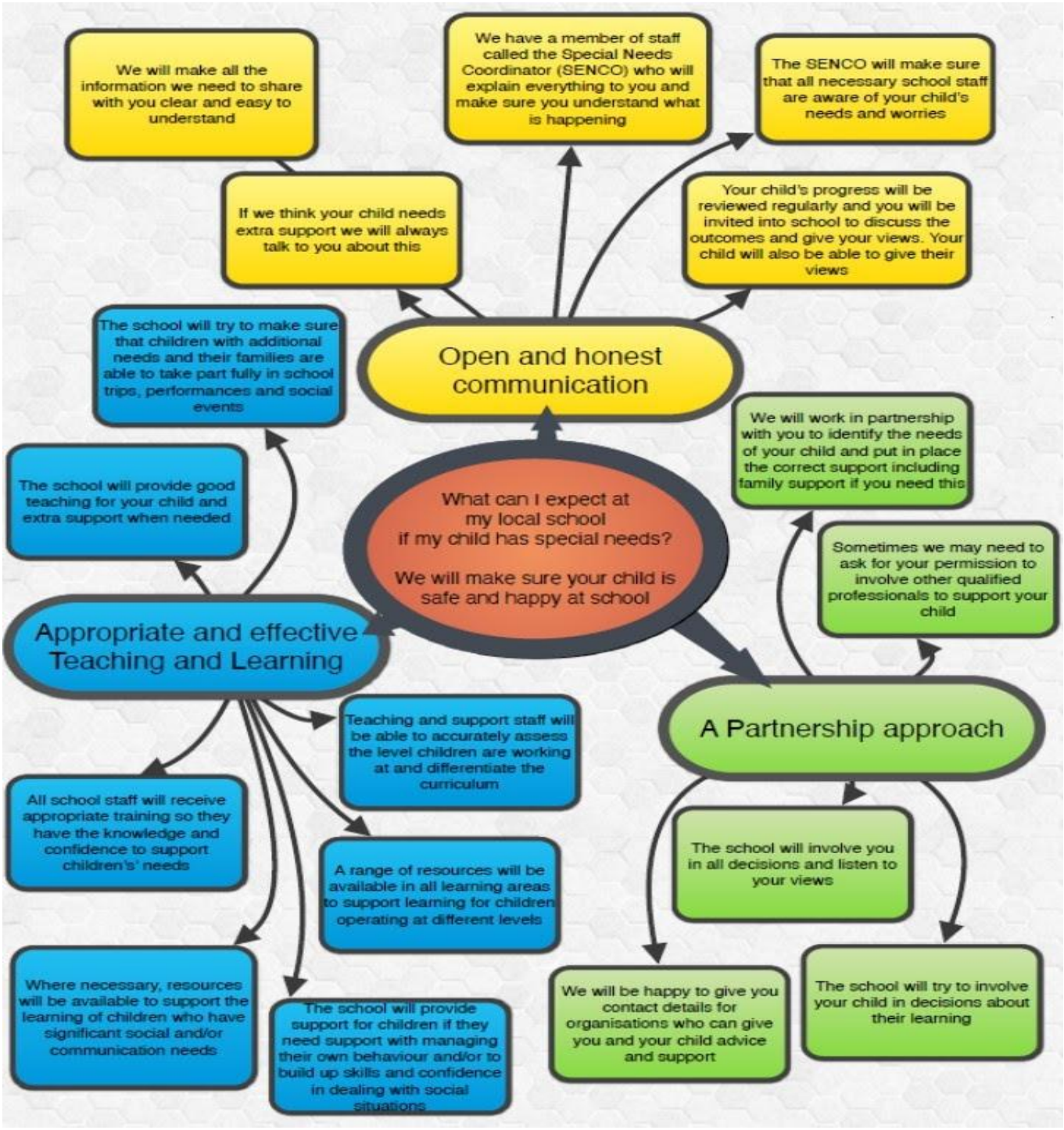
Special Educational Needs and/or Disabilities School Information Report

SENDCO: Mrs Julie Pope

Reviewed: November 2025

Next review: November 2026

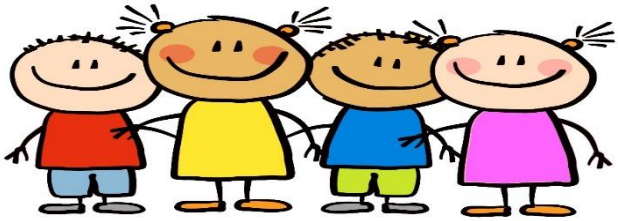
All schools are required to ensure that the needs of every pupil on their roll are fully met. Birmingham City Council has outlined what all schools are required to offer children who have special educational needs or a disability (SEND). Below is a diagram which shows the Birmingham City Council offer. Please refer to the link available for guidance on Birmingham LEA's SEND offer, click here.



Welcome

At Oasis Academy Blakenhale, we are committed to ensuring that all pupils with special educational needs and disabilities receive the support they require to make sustained progress throughout their primary education through the Oasis Way for SEND. We uphold high expectations for every child and aim to secure their educational entitlement by providing a broad, balanced and appropriately adapted curriculum. Our provision is responsive to individual needs and includes targeted interventions for identified pupils, enabling us to fulfil our ethos and promote an inclusive learning environment. We ensure that all staff receive ongoing, high quality training to equip them with the knowledge and skills necessary to meet the diverse needs of our pupils effectively.

"Healthy bodies, healthy minds, promising futures".



My name is Julie Pope. I am the SENDCO at Oasis Academy Blakenhale. My role is to work with children, parent/carers, teaching staff and the academies leaders to do everything we can to support the children with Special Educational Needs and Disabilities.

SEND Information Report

In this report, we use the term SEND which stands for 'Special Educational Needs and Disabilities'.

The information report tells you about how the staff at Oasis Blakenhale work to support children with additional or different needs.

SEND Code of Practice (2015): Definition of Special Educational Needs (SEND)

A child or young person has Special Educational Needs (SEND) when they have a learning difficulty or disability that requires provision which is additional to or different from that ordinarily available to pupils of the same age.

A learning difficulty or disability is present when a child or young person:

- Has significantly greater difficulty in learning than the majority of their peers, or
- Has a disability that prevents or restricts access to the educational facilities typically provided for pupils of the same age in mainstream settings.
- Children under compulsory school age may also be identified as having SEND if they are likely to meet these criteria as they grow older, particularly where early provision would support their development.

A child must **not** be identified as having SEN solely because their first or home language differs from the language used in school.

Four Broad Areas of Need (SEND Code of Practice, 2015)

The SEND Code of Practice outlines **four broad areas of need**, which help schools identify and plan appropriate provision. These areas are not a label for individual pupils but support understanding of their primary needs so that provision is appropriately targeted.

1. Communication and Interaction

This area includes difficulties with speech, language and communication (SLCN), as well as conditions such as Autism Spectrum Disorder (ASD), where pupils may experience challenges with social communication, understanding language and social interactions.

2. Cognition and Learning

Pupils may learn at a slower pace than their peers despite appropriately differentiated teaching. Needs in this area include moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health (SEMH)

Children and young people may experience a wide range of social and emotional difficulties that can impact their learning. Needs may include attention difficulties (e.g., ADHD), anxiety, emotional regulation challenges, or difficulties forming relationships.

4. Sensory and/or Physical Needs

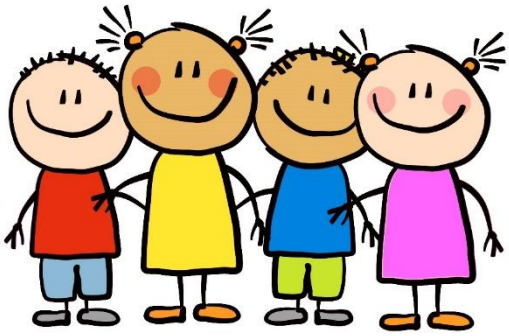
This includes vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), and physical disabilities (PD). These pupils may require specialist support, adapted materials or equipment to access the curriculum.

Who can I contact about Special Educational Needs at Oasis Blakenhale?

If you have concerns about your child's needs, you should speak to your child's teacher first. A member of the inclusion team will meet with you if the class teacher is unable to help you with a query you have.

Mrs Pope is the SENDCO. Mrs Pope has day-to-day responsibility for reviewing our SEND policy and arranges specific provision to support individual pupils with SEND, including those who have SEND support provision plans or Educational Health Care plans.

You can make an appointment to see Mrs Pope by speaking to the school office or you can send an email to julie.pope@oasisblakenhale.org



What types of Special Educational Needs and Disabilities does the school provide for, and what forms of provision are in place to support these needs?

Cognition and Learning

Some children find learning more difficult than others. They may need:

- More time to learn new things and to think about their answers.
- For information to be repeated or presented in a different way.
- Help to hold information in their heads during a lesson.
- For new learning to be broken down into small bits of information.

Examples of support available in our school

- We use individual continuums (BOATS), one page overviews and learning plans to set work for children based on their needs.
- We have teaching assistants who are trained to support in class, adding to what the class teacher is doing or take children out of class to help with things they are finding difficult to learn.
- We have support from specialist teachers and outside agencies to support children with learning needs.
- Access arrangements for Statutory Assessments e.g. additional time, scribe, rest breaks, small group provision, according to DfE guidelines.

How we check it is working.

- We review continuums (BOATS) and learning plans half termly on INSIGHT.
- Teaching staff meet weekly to talk about every child's progress and how to support them with their learning needs.
- We use a whole school assessment system to look at data which tells us who needs help.
- We talk to parent/carers, children and agencies termly to review the progress children are making.

Communication and Interaction

Some children need help to develop their communication skills and learn how to interact with other people. They may need:

- Help with their speech and language skills.

❖ Help to understand what others mean when they are talking.

❖ Help to deal with things in the environment that are new, like unusual smells and sounds.

❖ Help to learn about topics that are new and unfamiliar.

❖ Help to feel ok about times when things change.

Examples of support available in our school

- We use Speech and Language Therapy Services to help children with language needs. We have Speech and Language champion within school who will liaise with speech and language therapists and deliver interventions.
- We work with Speech Therapists under the Balanced System, and they come into school 18 days per year to assess the children and guide staff in everyday or targeted support each child would benefit from.
- We help children when things change by using transition booklets and visual timetables.
- We sometimes teach children new topics and words before they see it in the classroom, so they are ready for the new learning.
- We work with the Communication and Autism Team (CAT) to help children who learn in different ways.
- Access arrangements for Statutory Assessments e.g. additional time, scribe, rest breaks, small group provision, according to DfE guidelines.

How we check it is working.

- We review speech, language and communication targets regularly.
- Teachers talk to each other about the progress children are making on a weekly basis.
- The SENDCO, Inclusion Manager and the Inclusion Team look at what is being provided and how it's working.
- The children are given time to feedback what works and what doesn't work for them.

Social, emotional and mental health difficulties

Some children find it hard to manage their feelings and behaviour. They made need help to:

- Follow our school rules.
- Understand how they are feeling.
- Make friends.
- Keep themselves and others safe.
- Listen and follow instructions.

Examples of support available in our school.

- We get advice from Educational Psychologist.
- We work with Beacon and COBS - behaviour support for schools - to develop strategies for children with behavioural needs.
- Our inclusion team support children and families in a wide variety of ways.

- Teachers set high expectations for behaviour and have support from school leadership to do so.
- All children from reception upwards benefit from weekly PHSE and Personal development lessons (promoting alternative thinking strategies).
- Access arrangements for Statutory Assessments e.g. additional time, scribe, rest breaks, small group provision, according to DfE guidelines

How we check it is working.

- Everyone at school takes responsibility to support children with Social, Emotional and Mental Health needs.
- Everyone is aware of their duty to report, monitor and plan for the needs of individuals.
- Pastoral Meetings include time to discuss how children are developing, including their social and emotional skills.
- Implement, monitor and evaluate any advice or development points from outside agency reports

Sensory and/or Physical needs

Some children have a disability which can mean that accessing the school building and the curriculum can be more challenging. They may need:

- Support with their hearing or vision
- Support getting around the building
- Support with their specialist equipment such as specialised chairs, hearing loops, CCTV monitors, wheelchairs, feeding and special medical equipment, medication, other walking aids etc.
- Help if the child had complex physical disability or medical needs that trained members of staff to support them.

Examples of support available in our school

- Our school is made to be as accessible as possible so that children don't need to tackle stairs or other obstacles.
- We have made our schools as safe as possible by adding pegs, rails, disabled facilities (including toilets).
- We have specialised medical and PE equipment for those children who need it.
- We work with the Physical Difficulties Support Service (PDSS) and Sensory Support for visual and hearing impairments.

- We hold 'fine' and 'gross' motor skills groups to develop physical development skills. This is provided through our school OT champion supported by the SEND Therapy OT department.
- We are able to make referrals to NHS Occupational Therapy departments.
- We have support from community nursing for more complex care and training needs.
- Access arrangements for Statutory Assessments e.g. additional time, scribe, rest breaks, small group provision, according to DfE guidelines.

How we check it is working.

- We carry out risk assessments and reviews of children's needs regularly.
- We ask outside agencies to review our setting when we have children who have specific needs.
- We consider children's sensory and physical needs when they move to new classrooms and to new settings.
- Work with medical professionals.

How does the school identify and assess SEND?

At Oasis Blakenhale, all staff are involved in assessing children to identify whether a child has special educational needs. We do this by:

- Observing children in class, looking at their books and speaking to their teachers about what the child can and can't yet do.
- Using statutory tests such as the Reception Baseline and ELG, Year 1 Phonics Check, Year 4 MTC and Year 6 SATs as well as internal data tracking across the school and other published resources to find out exactly what a child can do.
- Using information from parent, carers and from gaining the views of the child.
- Using information from medical specialists involved with the child.
- Working with specialist teachers and outside agencies who advise school and assess the children.
- Using information from previous schools or settings
- Referrals made by staff who work directly with pupils.
- If we think that a child has additional needs, we use a graduated approach to finding out what level of support they might need.
- We will assess the child in more detail using continuums (BOATs), one-page overviews and INSIGHT Tracker, plan how to support them, carry out the support for a period of time and then review how well it has worked on a half termly basis.

How does the school know how much progress is being made by pupils with SEND?

At Oasis Blakenhale, we use a whole school tracking system. This helps us to know what all children have learnt and what their next steps are.

Children with special educational needs are also tracked on a system called INSIGHT Tracker, which tracks the children on the Birmingham Access to Education Language, Literacy and Maths Continuums (BOATs)which breaks down the progression steps into smaller chunks.

This system is excellent at showing us the small steps of progress achieved for children with additional needs, so we know exactly how best to help them.

Alongside these systems, we use ongoing teacher assessment. The continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential. A four-part cycle, (based on the Code of Practice 2015) called 'Assess, Plan, Do and Review' is used to ensure an effective special educational provision is in place.

Assess

- This involves clearly analysing the student's needs using the class/subject teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parent/carers. The student's views and where relevant, advice from external support services will also be considered. Any parent/carers concerns will be noted and compared with the school's information and assessment data on how the student is progressing.
- This analysis will require regular review to ensure that support and intervention is matched to the child's need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parent/carers/carers.

Plan

- Planning will involve consultation between the teacher, SENDCo and parent/carers to agree the adjustments, interventions and support that is required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parent/carers involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

- All staff working with the student, including support staff, will be informed of their individual needs, the support in place, the teaching strategies being used, and the intended outcomes.

Do

- The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with support staff and /or relevant specialist staff to plan and implement the strategies of advised by the SENDCo.
- Adapt teaching and learning to support the needs of the child
- Use individualised curriculum where required.
- Use pre-teaching in English, Maths and Foundation subjects.

What extra-curricular activities can a pupil with SEND access at school?

We believe that all children are entitled to a broad and balanced curriculum. This includes access to fun and stimulating contexts and extra-curricular activities inside and outside the school environment.

All children, including those with SEND, are able to participate in a wide range of extra-curricular activities. At Oasis Blakenhale, we have many pupils with physical and sensory needs, and we make every effort to ensure they can access as many clubs and activities as possible.

What training do staff at Oasis Blakenhale have in relation to pupils with SEND?

All Staff	**Specific Training for some staff**
Epi-Pen training	Paediatric First aid (TA's and Lunchtime supervisors)
Epilepsy training	Educational Visits training
Level 1 AET autism awareness training	Wellcom Speech and Language
Safeguarding training	Occupational Therapy champions
GDPR training	Speech and Language champions
Asthma awareness	Sensory circuits
	Teaching children to listen
	THRIVE social and emotional health training.

	Safe moving and positive handling
	Mental health first aider
	Children and young people mental health first aider
	SCERTS – Social Communication, Emotional Regulation and Transactional support.
	Safeguarding DSL
	Makaton Training
	Attention Autism
	Intensive Interactions

How does the school get more specialist help for pupils if they need it?

Agency or Service	Who they work with	How to access support
Educational Psychology Service (EPS)	Children with complex needs and where an application for an Education, Health and Care Plan assessment is made	The academy has an allocated Educational Psychologist who the SENDCo is in regular contact with. Parent/carer consent is required.
Pupil and School support (LLaSS)	Children who are working below the age-related expected level or who have cognition and learning difficulties.	The academy has a PSS advisory teacher who visits regularly. The SENCo will speak with parent/carers if they feel she should work with an individual pupil. Parent/carer consent is required.
Communication and Autism Team (CAT)	Children who are being assessed for or already have a diagnosis of autism or social communication difficulties.	The academy has a CAT advisory teacher who visits regularly. We can contact her after a referral or diagnosis has been made. The SENDCo will speak with parent/carers/Carers if they feel she should work with an individual pupil. Parent/carer consent is required.
Physical Disability Support Service (PDSS)	Children with physical difficulties which impact on their school access. They also provide training for staff.	Pupils are usually referred following a medical diagnosis; however, school can contact them for general advice.

Sensory support (OT, Hearing support, Vision support)	Children with sensory difficulties which impact on their school access. They also provide training for staff	Pupils are usually referred following a medical diagnosis; however, school can contact them for general advice or for 30 min parent/school and specialist meeting.
Speech and Language Therapy Service (SaLT)	Children who are having difficulty with speech, language or communication. Children can have an in-depth assessment and intervention where needed.	The academy has access to a Speech and Language Therapist who works with children in school and can make referrals for further support. Parent/carer consent is required.
Beacon Behaviour Support	Supporting children with Behavioural, Social, Emotional and Mental Health needs.	Beacon provides an allocated behaviour specialist who gives advice and works directly with pupils, teachers and parent/carers. Parent/carer consent is required.
School Nurse	Children with medical needs and their families.	The school nurse visits to see children and parent/carers who have been referred to their service. Parent/carer consent is required.

How are parents of our pupils with Special Educational Needs and/or Disabilities involved?

Oasis Academy Blakenhale School have an open-door policy, and we are always available for parents to contribute to their child's education.

- Our website has lots of information about our curriculum and the support children can get. In addition to this website information, we offer our parents:
- Regular meetings with the SENDCo.
- A parent's evening where children's additional needs can be discussed.
- Parents are invited to reviews of provision where appropriate.
- We signpost parent groups and other services.
- We hold regular coffee mornings to provide more information to parents and give everyone a chance to meet the team.

How are pupils with Special Educational Needs involved in their own education?

We involve children by prioritising development of independent learning skills. We involve children in a variety of ways, including:

- Some children have a 'one-page profile' to help them and their teachers understand their needs.
- We have visual timetables and widgets which help children understand what they need to do.
- Some children have help to assess their own learning and the curriculum is personalised where needed.
- Some children have access to additional learning support staff to support their learning.

If a parent of a child with SEND has a complaint about the school, how does the governing body deal with the complaint?

If you are a parent of a child at Oasis Academy Blakenhale who has SEND, and you feel your child needs additional support, please contact the SENDCo (email julie.pope@oasisblakenhale.org) or you can visit the academy office or call the academy on 0121 783 3960.

Our staff will talk to you about your concern and will put you in contact with our SEND team. The academy's complaints procedure can be found on the school website or you can request a paper copy from the school office.

Who are the support services that can help parents with pupils who have SEND?

Name of Support Service	How they can support parents	How you can contact them
Autism West Midlands	Support and advice is given and opportunities to meet regularly.	Telephone: 0121 450 7582 Website: www.autismwestmidlands.org.uk
SENDIASS	The Local authority's impartial advice and support service.	Telephone: 0121 303 5004 Email: sendiass@birmingham.gov.uk
Parent Link Service	Parent Link officers are members of the Local authority whose job it is to	Telephone: 0121 303 8461 Email: ParentLinksevice@birmingham.gov.uk

	help parents to identify and make links with the right person at the right time.	
Forward Thinking Birmingham (including CAHMS).	A range of services and facilities around the individual needs of 0–25-year-olds. 24/7 access to mental health crisis support.	Telephone: 0300 300 0099 Address: Access Centre, 5th Floor, 1 Printing House Street, Birmingham B4 6DF
Pause	Drop-in centre supporting children's emotional wellbeing	21 Digbeth, Birmingham, B5 6BJ Opening Times Monday, Tuesday, Thursday, Friday: 10am - 6pm, Wednesday: 12pm - 8pm, Saturday and Sunday: 11am - 4pm. Website: https://forwardthinkingbirmingham.nhs.uk/pause
SOLAR	Emotional Wellbeing and Mental Health Services to Children, Young People and Families in Solihull (Registered with a Solihull GP).	Telephone: 0121 301 2750 (Monday to Friday 9am – 5pm). Website: https://www.bsmhft.nhs.uk/our-services/solar-youth-services/
Children's Occupational Therapy Advice Line	Practical therapy advice, strategies and support (Registered with a Birmingham GP).	Telephone: 0121 683 2325 (Monday to Friday 9am-4pm) Website: bhamcommunity.nhs.uk/patients-public/children-and-young-people/services-parent-portal/paediatric-occupational-therapy-service
Solihull Children's Community Therapies Occupational Therapy	Practical therapy advice, strategies and support. (Registered with a Solihull GP)	Telephone: 0121 722 8010 Website: https://childrenscommunitytherapies.uhb.nhs.uk/occupational-therapy/
Childrens Speech and	Advice and strategies to	Telephone: 0121 466 6231

Language Therapy Advice Line	support parents/carers, schools and other professionals in relation to a child or young persons communication needs. (Registered with a Birmingham GP).	(Monday – Friday 9am-4pm). Website: www.bhamcommunity.nhs.uk/children-SLT
Solihull Children's Community Therapies Speech and Language	Advice and strategies to support parents/carers, schools and other professionals in relation to a child or young person's communication needs. (Registered with a Solihull GP).	Telephone: 0121 722 8010 Website: https://childrenscommunitytherapies.uhb.nhs.uk/speech
School Nurse Virtual Drop -in clinic.	Providing a friendly and confidential chat with a member of the school nursing team.	Tuesday and Thursday 4:30-5:30pm https://nhs.vc/BCHC/C-F/Schl-Nurse/Drop-In

How do the school support pupils with SEND through transition?

When a child with SEND starts at Oasis Academy Blakenhale, we do our very best to support them in every way:

- We meet with them and their parents to ask and answer questions about their needs.
- If necessary, we provide a transition book with photos and information about their new school.
- We arrange visits to the school and any workshops that are appropriate prior to their start date.
- Talk to the child and their family about any changes and how to support at home.

- Introduce the child to their new class and teacher before their transition where possible.

When a child with SEND leaves Oasis Academy Blakenhale in Year 6:

- We work with the child's new school to make sure they have a transition which is as easy as possible for them.
- Talk to key staff at the new school about the child's needs and hold a review meeting if needed.
- Help to arrange visits to the new school if required and appropriate to do so.

How do we support and prepare children for adulthood?

Preparing for adulthood is an exciting time for our students as they transition into the next stage of their lives, but for families it can be a difficult and confusing time. We aim to make this process as informative and smooth as possible.

At Oasis Academy Blakenhale, we have high aspirations for all our students. Throughout their school journey, we work with families and professionals to ensure our students are challenged and supported to go on to live fulfilling lives that encompass the preparing for adulthood four key outcomes:

Further Education and/or employment

- including the opportunity of exploring different employment options, such as supported internships, volunteering and apprenticeships.

Independent living

- students have a say in all aspects of their daily living. Students are supported to have input into where they live and who with, this includes supported living.

Being an active member of the community

- Young people have opportunities to spend time with their peers outside of school and college. They are supported to develop and maintain friendships and relationships. They can access their community and feel safe and confident.

Being as healthy as possible in adult life

- Ensuring access to the right health professionals who understand the young person's learning difficulties and disabilities and where possible students to have a say in the health care plan.

How can parents find the Birmingham Local Authority's local offer?

Birmingham City Council has a website which has up-to-date information about the range of services provided for children with Special Educational Needs and/or Disabilities. You can access the Birmingham Local Offer by visiting the following website:

https://www.localofferbirmingham.co.uk/