

MY OASIS

Therapeutic Alternative Provision

Special Educational Needs and Disabilities (SEND)

Report

2024/2025

Date of Last review: June 2024

Date of Next review: June 2025



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At the heart of all policies at My Oasis Therapeutic Alternative Provision (TAP) are the following principles:

- Every young person in our provision, whatever their personal circumstances can learn and achieve.
- Every young person in our provision, whatever their self-perception and previous experiences, has the academic and creative potential to become a valuable member of society.
- The key to learning at My Oasis lies within the quality of the relationships between students, family members, staff and the intermediate agencies with whom we work.
- The success of our provision is based on high expectations, mutual trust, caring for each other and taking responsibility.
- Every young person in our provision is capable of becoming an agent for change in his or her local community.

Our vision is to provide our students with the confidence, academic progress, and ambition to take the next steps towards a successful and productive life and to be able to contribute positively to their local community and wider society.

Introduction

My Oasis is a Therapeutic Alternative Provision. Students are referred via a commissioning process, either via a Local Authority or directly from mainstream schools. Students in our provision are aged between 11 and 16 years old.

This SEND information report is required by the Children and Families Act 2014. The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: information to be included in the SEND information report. The report states the current provision within My Oasis. It outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND).

This will be reviewed and updated annually to reflect changes and plans within the provision.

Students are identified as having SEND when they have a significantly greater difficulty in learning than the majority of young people the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for young people of the same age in schools within the area of the Local Authority (SEND Regulations 2014).

What types of SEND do we provide for at My Oasis?

Students at My Oasis may have a range of difficulties included in one or more of the four main areas of SEND:

- Social, mental and emotional health.
- Communication and interaction.
- Cognition and learning.
- Sensory and/or physical.

How do we consult with young people with SEND and their parents/carers, and involve them in their education and care?

Consultation with students, parents/carers is a particular strength of My Oasis. My Oasis requires parents/carers to participate not only during Admission but throughout the young person's placement. Academic Tutors as well as Therapeutic staff are able to discuss all aspects of the student's targets and progress on a daily/weekly basis.

From the point of referral, My Oasis will work closely with students, parents/carers, their referring mainstream school and the commissioner in order to understand and meet their individual needs. This is carried out through carefully planned meetings, visits to the mainstream school/student's home and thorough baseline testing. At initial meetings targets for the young person and family are set in collaboration in order to measure the impact of their placement at My Oasis and to discover the suitable time a young person may be ready to transition into their next appropriate setting.

My Oasis may also offer parents/carers with learning resources alongside their parent handbook, if requested, which aims to support understanding of the placement and allow a detailed consultation to take place.

All students at My Oasis have a detailed Personalised Learning Plan (PLP) which is developed in consultation with them and their parents/carers as part of the admission and induction process. This identifies targets for change and academic progress which sit alongside targets identified within their statement / EHC plan.

How do we assess and review young people's progress towards their outcomes? How do we know if a young person needs extra help?

Regular reviews of each student's Personalised Learning Plans take place between students, parents/carers and staff members. Specific measures, for example questionnaires for students, parents/carers and tutors are used to monitor change and progress.

All students are in classes of no greater than 10 students; tutors and therapeutic staff use continual assessment both formally and informally in order to monitor each student's progress and identify areas of further need as necessary. The low number of students ensures that targeted help can be provided as necessary. Progress against targets is checked via our tracking grid and 'stuck' students are quickly identified. In addition, on a regular basis our reflection meetings identify on-track / not on-track students, these meetings then identify necessary interventions.

For young people with statements of SEND or EHCPs, we hold regular reviews (via online if not possible in person) with appropriate professionals. We may identify that a student should have an EHCP applied for during their time with us; this will be done via the student's home Local Authority. Parents and students will be consulted at all times throughout this process.

Each student's Personalised Learning Plan will identify if additional intervention, for example if Speech & Language support is needed, and this can be planned via the commissioning body.

We may commission a school Educational Psychologist, a psychiatrist or a mental health nurse to assist with assessments, planning and review of student's progress and offer consultation. This helps us address young people's barriers to learning and identify additional supports that can be put in place. At Annual Reviews, students' EHC plans can then be updated to include these additional support strategies.

What is our approach to teaching students with SEND?

- Working collaboratively with mainstream schools, parents/carers, young people and professionals to ensure all relevant information is captured during the induction phase.
- Tutors, teaching assistants and mentors know each student individually; their strengths and weaknesses.
- Professional understanding of the challenges each student faces and a creative and empathetic approach to helping them meet those challenges.
 - Differentiated and multi-sensory curriculum.
 - Outstanding Teaching and Learning.
 - Individual support.
- Information technology used where appropriate to alleviate barriers to learning.

- Willingness to constantly explore and experiment with identified best practices.
- Psychological and therapeutic involvement for all students and their parents/carers as and when appropriate.
- Collaborative working with other professionals and the willingness to adopt their recommendations.
- A personalised programme of learning/timetable for each student.

How do we adapt the curriculum and learning environment?

Our SENCo and Curriculum Lead work with the teaching team to ensure all long and short-term plans demonstrate a differentiated and creative curriculum, within which all students can show what they know and can do.

Robust assessment of each student ensures that all tutors know individual student starting points. A student's starting points form the basis of all day-to-day lesson plans, and each student will be set lesson by lesson individual task-based targets appropriate for their ability.

Some students will benefit from having an adult with them on a 1 to 1 basis for some or all of the time. This enabling adult is trained in tailoring tasks to fit individual students' learning needs and will know the next steps to move students on so that they make progress.

For some students, the learning environment is adapted. For students who are very susceptible to being distracted by others or are liable to have challenges regulating their own emotional responses, the opportunity to utilise space outside the classroom, time-out and 1 to 1 to ensure that interaction within the classroom is managed to facilitate learning – whilst still ensuring that challenging behaviour characteristics are considered within the therapeutic and educational model of the provision.

For EBSA students, with our outreach service, we are prepared to adapt the location of where learning can take place so that the student can slowly get used to a classroom situation.

Appropriate resources will be identified and implemented in order to meet the needs of the student. IT is used appropriately where it can help students access the curriculum. Microsoft resources are used to permit students to write and save their work. Individual laptops/ computers may be allocated to students if required. For visually impaired students this facilitates essential resources to be placed on the student's screen rather than reading off the board. Other typical technology that helps individuals access the curriculum are used where appropriate, for example:

- Left-handed scissors.
- Writing slopes.
- Writing grips.
- Different coloured paper.

Sensory regulation resources are utilised in order to enable access to the curriculum for students with sensory processing needs. For example, resources such as:

- Weighted blankets.
- Wobble cushions.
- Fidget toys.
- Sensory circuits.

Where an additional need has been identified through our assessment process, we refer to our Provision Map and timetable 1 to 1 or small group interventions.

How do we enable students with SEND to engage in activities with other students who do not have SEND?

As mentioned in the introduction to this document, all our students have been referred to us because they are finding it challenging to make progress in their current mainstream school and we establish individual programs for all our students accordingly. We have an ethos which recognises that every student is working on their own targets and running their own race. In this way, both SEND and non-SEND students are encouraged to work collaboratively whilst making progress against their own targets. In addition, 1 to 1 support is available to all our students at different times and there is not therefore a divide between SEND with statement / EHC plans and those without.

Similarly, additional support, for example, Speech and Language support, may be given on a 1 to 1 basis out of the classroom at the same time as a non-SEND student is withdrawn to work within a group on aspects of behaviour.

Other relevant factors which enable SEND students to engage with none-SEND students:

- Good differentiation and appropriate scaffolding.
- Teaching Assistance support.
- Peer support.
- Mixed age and mixed ability classes.
- All outside-the-classroom activities are planned to be accessible to all students.
- Cross-phase mentoring when appropriate.

How do we support students moving between different phases of education or in preparing for adulthood?

We aim to enable all students to make the transition to either a mainstream school or to another long-term specialist educational provision. This is carried out on a highly individualised basis with careful planning and consultation with the student, family and the destination/mainstream school at all stages. This usually involves a gradual integration into the new school and includes visits to and from the new school, with selected lessons and times being considered.

We work alongside the destination/mainstream school to ensure they understand the child and family's journey with us to ensure continuity in where possible. This means sharing Personalised Learning Plans, targets and strategies to support progress that have been effective for the child.

We aim for transitions at the point where the family feel ready for a new context in which to apply the skills and resilience developed through My Oasis.

How do we support Students with SEND to improve their emotional and social development?

Supporting students to improve their emotional and social development is central to all our work at My Oasis. Our provision is small and each child is known individually to all staff. Highly specialised and individualised programmes of support are therefore developed; these are identified in each young person's Personalised Learning Plan.

The Parent and Carer Learning Resources and Handbook offer knowledge, skills and mental health innovation that enables them to support their child's wellbeing and resilience. In addition to this, students and parents/carers can be brought together in therapy intervention workshops which allows students and their parents/carers to work together. This is drawn from the most up-to-date psychological and therapeutic practice. Students are actively encouraged to become involved in understanding their own needs and working with all staff to have these needs met.

Working in tandem with our therapeutic model is the consistent implementation of our behaviour policy which identifies expectations, rewards and sanctions. The emphasis of our provision is reintegration, and our view is that students need to aspire to the high expectations of a mainstream setting. This is challenging as our students come to us with profound emotional and social difficulties. Nevertheless, our therapeutic approach and interventions along with our outstanding teaching and learning and high expectations are the driving force behind My Oasis.

Specific interventions include:

- Family support groups and workshops.
- Individual parent/carer therapy.
- 1 to 1 mentoring.
- Family assessments and referral and signposting to CAMHS when necessary.
- Zones of regulation in use daily in each classroom.
- A trauma-informed approach is in place across the whole provision.
- Daily reflection time in place for students to identify their strengths and virtues and hear positive feedback from others.

What experience and training do our staff have to support students with SEND?

All staff have clear job descriptions which detail the required qualifications for each post in the provision.

All staff have received appropriate training and several of them have, in addition, undertaken further specialised training in SEND in a variety of fields including CBT, ASD, Dyslexia and Family Therapy. Regular

ongoing team meetings, case discussions and consultations, both as a team and individually, ensure that staff are highly trained and supported to understand and work with a range of students' needs. All staff at My Oasis will have had experience of working with young people, all staff will be supported to develop their interest in this particular area and will be provided with opportunities to do so.

How will we secure specialist expertise?

My Oasis works hard to foster good relationships with the SEND team of our LAs. Through these links as well as independently we secure specialist expertise as necessary. This includes:

- Links with specialist services such as Speech and Language/Occupational Therapy Services.
 - Work with Educational Psychology Service as required.
 - Specialist Therapeutic/psychiatric input.
 - Social Care as appropriate.
 - Our Mental Health Nurse.
 - Mentors.
 - Youth advocates.

How will we secure equipment and facilities to support students with SEND?

In addition to those examples mentioned already in this report and those documented in our Accessibility Policy:

- My Oasis can commission minibuses, driven and chaperoned by our staff to enable students to attend our provision.
 - IT resources to meet the needs of visually impaired students can be secured.
- We have secured a multi-sensory 'safe space' to help students in need of de-escalation.
- We have specialist occupational therapy/sensory regulation resources as appropriate.

How do we involve other organisations in meeting the needs of students with SEN and supporting their families?

Our students come from a number of different Local Authorities, and we can signpost towards a number of services within each of these. For example, referrals can be made to Early Intervention Services in the student's local authority, in consultation with the parent/career. My Oasis has made links with various establishments and organisations such as ASDAN to develop and expand our curriculum for students with SEND. My Oasis often looks to enrich our curriculum for our students by inviting guest speakers into the provision.

Where other organisations are involved in children's care, we liaise through professional meetings so that best practices can be shared.

How do we evaluate the effectiveness of our SEND provision?

The provision for our children with SEND is closely monitored and evaluated. At Review Days, teaching staff, parents/carers and the SENCO ensure Personalised Learning Plans are reviewed and the progress made by young people is evaluated. Where interventions have not been successful, further support or

alternative approaches are put in place. This may also include seeking further advice and recommendations from professionals.

The effectiveness of the SEND provision is evaluated by the following:

Qualitative Data

Questions such as:

- Are they enjoying My Oasis?
- Do they feel safe and happy?
- Do they enjoy learning?

Quantitative Data

Questions such as:

- What's their attendance?
- Progress tracking data.
- Rewards and Sanctions, Exclusions.
- Behaviour for Learning tracking grids.
- SDQ.

Additional measures include:

- Questionnaires of families.
- Discussions with family.

We also monitor through assessment, including:

- Data drops each term.
- Book scrutiny.
- Learning walks.
- Lesson observations.

How do we handle complaints from parents of children with SEND about provisions made at My Oasis?

Should the complaint be raised, please refer to the Complaints Policy.

What support services are available to parents?

Parent/Carer Learning resources are available upon request family Interventions and 1 to 1 therapy can also be offered when appropriate. Parents and carers may also receive the ability to check in with therapists, mentors and tutors on a daily basis when required.

Where can the LA's local offer be found? How have we contributed to it?

Each of our LAs publishes their own local offer on their website, we form part of the local offers by offering placements to students.