



Oasis Academy Arena

Inclusion and Wellbeing

One Stop Guide

Inclusion and Wellbeing at Oasis Academy Arena

At Oasis Academy Arena we value each child for who they are and firmly believe in our mantra that all children are the 'same but different'. Individuality and diversity are celebrated and encouraged through our commitment to promoting our children's strengths by providing opportunities for all children to succeed. Through early identification of need, we aim to support children by removing barriers to learning and provide equal opportunities for all.

We understand the importance of wellbeing and mental health awareness and encourage all children and families to speak out if they feel they are in need of support. We recognise that good wellbeing is key to a child's development; emotionally, physically and educationally.

What does this mean for my child?

This means that your child will feel valued, supported, successful and accepted by the adults and children around them.

How do we promote positive wellbeing?

We support wellbeing and inclusion in the:

- Classroom - positive teaching and support staff plus a welcoming learning environment
- The Matrix - our dedicated provision for children that require a low sensory space and calming environment to learn
- Sensory Room - a sensory heightened space

If required, we can offer mentoring support, speech & language therapy, counselling, nurture group, Lego Therapy, Lego Therapy, Managing Change Group.

Where does it begin?

Stage 1 - Quality First Teaching (QFT)

QFT is driven by the class teacher through careful planning and adaptation of the curriculum. QFT includes small group teaching, access and challenge for all children including the use of resources, altering the content which is being taught as well as how it is being taught to match the learning style of the child.

Stage 2 - Provision and Intervention

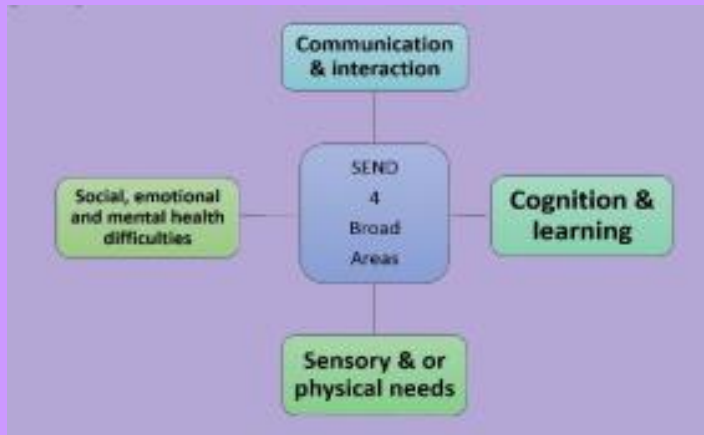
Sometimes, Quality First Teaching may not be enough for your child to access the curriculum successfully. It is then that further support is provided through provisions and interventions. At this point, we will monitor your child and the outcomes of the additional support provided. Our provisions and Interventions are reviewed ½ termly by the SENCo. We will always write to parents and carers if your child is placed on an intervention and provision at school.

It is our aim to see an impact from an intervention between 6 and 12 weeks. If, after this period of time we feel there is more that is needed to support your child, you will be invited to meet with a member of the Inclusion team.

Stage 3 - Possible move to SEN Register

At this point, we will discuss with parents and carers and make a combined decision to place your child on the SEN Register as well as discussing a plan to support your child moving forward.

What if I have concerns about my child?



Every additional or special educational need falls under one of the above categories. It is important for you as parents and carers to know what happens should you or a member of staff feel that your child may need alternative or additional support at school.

- ★ Speak to your child's form tutor or Head of Year. Your child's form tutor or Head of Year will be the person who knows your child best at school. It is important to keep the lines of communication open and honest.
- ★ Discuss strategies with your form tutor or Head of Year. This may include varying quality first teaching strategies or starting/changing an intervention.
- ★ Meet with the Inclusion Team to discuss next steps including a review, possible placement on the SEN register, a Learning Support Plan and possible referrals to outside agencies.

Taking the first step to speak to a member of staff about difficulties you feel your child may be experiencing can be extremely daunting. Our staff are here for you and your child and if you have concerns we will always be here to listen.

Who is who?

Mrs French

Assistant Principal Inclusion – SENCo

Mrs Aarons

Assistant SENCo

EAL Lead

Access Arrangements Coordinator

Mr Borges

Matrix Lead Teacher

Mrs Manderson

HLTA

Mrs Hussain

SENCo Assistant

Our Teaching Support Team

We pride ourselves on our committed and highly skilled team of Teaching Assistants (TAs). Our TAs know the children well, understand their needs and are deployed throughout the school to provide support to children within the class setting, in small group interventions and, at times, one to one. Many of our TA's have received specialist training and can offer specific support, for example sensory needs, speech and language or social communication difficulties. Our TAs are required to participate in Continuous Personal Development as part of their role at school.

If you have any further questions, please don't hesitate to contact a member of the Inclusion Team.