



Jumeirah English Speaking School

The Special Educational Needs (OASIS) Policy

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1. Overarching Principles

- JESS offers education *within* the context of a mainstream curriculum; all students should be able to access this curriculum through the medium of English.
- JESS offers support for students with learning differences.
- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have a Special Educational Need (SEN)
- All teachers are teachers of SEN.

2. The Role of the 'OASIS'

- **Oasis** is a department within the School which identifies and supports students with learning differences.
- **Oasis** will act in a consultancy role to work with class teachers/specialists to ensure all students have access to quality first teaching.
- Where students continue to make inadequate progress, despite high quality teaching, **Oasis** will implement appropriate support, which may include extension/enrichment activities, assessment, selected individual targets and action plans. A close liaison will be developed with students, parents, teachers, and the Senior Leadership Team.

- The overall purpose of **Oasis** is to develop in students the learning skills necessary to access the wider curriculum, to help to extend the most able and to raise each student's confidence and self-esteem.

2.1. The Aims of Oasis are:

1. To identify students with learning differences by appropriate and relevant assessments in response to referrals by class/form, subject and/or pastoral staff and through the review of student assessment results.
2. To work with the class/form or subject teachers and pastoral staff to support students.
3. To maintain a working partnership with teachers to ensure that they are familiar with relevant strategies to support the student's needs.
4. To deliver strategies to students to enable them to cope independently with work being carried out in class.
5. To help students achieve their true potential in their learning.
6. To endeavour to raise the student's confidence and self-esteem.
7. To provide staff development as appropriate.
8. To maintain a working partnership with parents, teachers and outside agencies in supporting the student's needs.
9. To review the recommendations made by outside agency reports and act upon those agreed by The Oasis, according to the availability of resources and personnel.

3. The 'Oasis' Additional Needs Register

- Students who require provision that is additional to and different from that provided in their normal classroom environment, may be placed on the additional needs register. Students will be placed on the register following an identification process and placed in categories reflecting the identified concern and the level of need.
- Evidence must show that the impact on learning -
 - is such that the usual classroom differentiation is insufficient
 - that it is likely to remain at this level over a period of time i.e. temporary issues would not result in a register placement

- The four areas of Additional Educational Needs are
 - Communication and interaction (Autistic spectrum disorders)
 - Cognition and learning (Specific Learning Difficulty e.g. dyslexia, dyscalculia)
 - Social, mental and emotional health (Attention deficit disorders)
 - Sensory and/or physical (sight/hearing difficulties, diagnosed conditions e.g. cerebral palsy)
- Gifted and Talented criteria are explicit in the [Gifted and Talented Policy](#) document.

3.1. Identification and Referral Process:

- Teachers take responsibility for providing quality inclusive teaching and differentiation in class. **Oasis** are available to offer advice to support teachers.
- If, after a period of time, their needs cannot be met in class, the student is referred to **Oasis**.

3.2. Graduated Approach following Identification and Referral Process:

- Once a potential additional educational need has been identified, four types of action will be taken to put effective support in place.

Assess - Plan – Do – Review

- The following codes will indicate priority on the SEN register:

SEN descriptor	JESS Primary Register identification
SpLD with additional provision	Red
Undiagnosed/No SpLD + with additional provision	Orange
SpLD – No provision QFT sufficient. Progress monitored	Green
Withdrawn from register	Blue
Focus groups	Identified on whole school provision maps NOT SEN register

3.3. Intervention

- Intervention is provided in different ways: in-class support, focus groups, one-to-one support (either in class or withdrawn), through use of assistive technologies and, if a unique situation arises, in-class support with a one-to-one support assistant.

3.4. Communication

- Communication is of paramount importance and there is regular liaison with staff, parents and students.
- Parents are to ensure, if their child has a specific learning difficulty or there are concerns over a family history of learning difficulties, it is communicated to the school.
- Parents must provide copies of all medical, psychological or educational assessments or reports. Such materials are a prerequisite in enabling us to provide the best education for the child. Failure to share these reports, may result in the school not being able to fully support a child.
- Parents must keep the school fully informed of all relevant updates on medical, psychological or educational assessments or reports.
- The **Oasis** secondary staff will work closely with The **Oasis** primary staff and strategies will be implemented to facilitate smooth transition from Year 6 to 7.

4. Admissions and Progression

- The **Oasis** staff may be involved in the admissions process when a potential student presents with additional learning needs (see admissions policy).
- Staff will liaise with parents if a new student is in receipt of an external agency/school report which indicates the presence of an additional educational need.
- In the event that a student seems likely to benefit from the repetition of a year, The **Oasis** staff will contribute to a multi-professional review.

5. Record keeping

- An individual student file will be maintained for all students on Additional Needs Register. Information will also be available for staff on iSAMS or on the internal record systems.