

# Oasis Academy Bank Leaze



## Local Offer Special Educational Needs Information

**At Oasis Academy Bank Leaze we strive to support all children to enable them to achieve. In order to do this many steps are taken to support them in their learning. Quality First Teaching is vital; however for some students there are occasions when further additional support may be needed to help them achieve their targets.**

The ALT monitor pupil progress in literacy and numeracy using the data collected half termly, and Individual Education Plans detail the support provided for pupils to meet their individual needs. The SENCo supports class teachers and practitioners with the accurate identification of pupils with additional needs and maintains a regularly updated provision map of support. The ALT ensures all statutory requirements are met and pupils, parents and carers are provided with transparent and coherent information about their needs and progress. Full advantage is taken of support from external agencies and providers; capacity is also built within the Academy's own workforce through targeted CPD and training.

Teaching Assistants, including Higher Level Teaching Assistants (HTLAs), will be deployed according to their skills and qualifications and the impact of all waves of intervention will be carefully monitored by the ALT.

Interventions, including small group work and 1:1 tuition, will focus on:

Reading Recovery programme, including BRP and Reading Mileage

Speech and language

Social and emotional skills training

Phonics

Basic skills (writing and mathematics)

Social story workshops

A child with a Special Education Need (SEN) is any child whom the school feels would benefit from more specially tailored teaching; whether this is a talented child or a child who is having learning, behavioural or physical difficulties. Crucial to any child's learning is the support of his or her family and we therefore encourage the families of all children to work closely with the school, particularly so when a special need has been identified.

After consultation with parents, the Academy sometimes enlists the help of other special services such as: School Nurse; Parent Support Adviser; Educational Psychologist; Behaviour Support Officer; Speech and Language Therapist; Physiotherapists; Child & Adolescent Mental Health Service (CAMHS); Occupational Therapists and First response.

The Academy's aim is to ensure that all its pupils achieve their full potential, according to their needs. Please click here to read our local offer.

## What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

## How SEN is provided for at Oasis Academy Bank Leaze.

### 1. What kinds of special Educational Needs does the academy make provision for?

The types of SEN that we support at Oasis Academy Bank Leaze are:

Types of need and what that could look like	Examples of support at Oasis Academy Bank Leaze	How we check it is working
Cognition and Learning <i>How your child thinks, learns and understands their world.</i>	Quality First Teaching Interventions 1-1 or group support Differentiated tasks and resources Outside agencies	Setting objectives and outcomes Data Tracking Termly reviews Provision mapping EHCP

### 2. How does Oasis Academy Bank Leaze identify and assess SEN?

We know when students need help if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made; this is identified on the data tracker at the end of every half term.
- There is a change in the student's behaviour or progress.

What should I do if I think my child may have special educational needs?

The class teacher is the initial point of contact for responding to parental concerns; if you still have concerns after speaking to this member of staff then contact Mrs Kerslake who is the Special Educational Needs Coordinator (SENCo)

How will Oasis Academy Bank Leaze monitor the progress of students with SEN?

- Setting and reviewing individual targets every half term.
- SENCo monitors interventions and additional support every half term
- Pupil Progress Meeting every half term between the Academy Leadership Team (ALT), SENCo and Class Teachers.
- Annual school reports to parents.

Who will explain this?

Class Teachers will meet with parents/carers three times a year as part of Parent's Evening or as a review of target setting.

The SENCo is available for help and support and further information.

Students with a statement will have an annual review.

### **3. How will I know how much progress my child is making and how will Oasis Academy Bank Leaze support my child?**

- Each student's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the student's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a student has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then the student will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the academy provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.
- Student progress Meetings are held each term. This is a meeting where the class teacher meets with the Academy Leadership Team to discuss the progress of the students in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- We check that additional support that students receive is planned and monitored carefully by the class teacher and SENCo.

Occasionally a student may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

The Academy Council of Oasis Academy Bank Leaze is responsible for monitoring Safeguarding and Child Protection procedures. The council is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a support and challenge role

the Councillors ensure that the academy is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

We have an open door policy where everyone is part of the Oasis 'Circle of Inclusion'. Appointments can be made to see the Class Teacher, SENCo or Principal through the main office.

#### **4. What extra-curricular activities can a student with SEN access at the academy and how will the curriculum, equipment and facilities be matched to my child's needs?**

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.

The additional provision may be allocated after discussion with the class teacher at student progress meetings or if a concern has been raised by them at another time during the year.

Resources may include deployment of staff depending on individual circumstances.

How will my child be included in activities outside the classroom including school trips?

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.
- Differentiation is a non-negotiable in all teaching and learning. Personalised learning is included for individual students in Class Teacher's planning.

When a student has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

- Teaching Assistants (TAs) may be allocated to work with the student in a 1-1 or small focus group to target more specific needs.
- If a child has been identified as having a special need, they will be given an Individual Education Plan (IEP). Targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the SENCo three times per year. IEPs will be discussed with parents at Parents' Evenings and a copy given to them.
- If appropriate specialist equipment may be given to the student e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

How accessible is the academy environment?

- We are happy to discuss individual access requirements. Facilities we have at present include:
- Ramps into school to make the building accessible to all.
- 1 toilet adapted for disabled users.

- Wide doors in some parts of the building.
- Seating plan appropriate to enable accessible learning.

#### Students with medical needs

- If a student has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the student.
- Staff receive epi-pen and asthma training delivered by the school nurse.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member

#### **5. Who is the SENCo at Oasis Academy Bank Leaze?**

- If you have a specific concern then the SENCo will be available to talk to you. Mrs Claire Kerslake, Assistant Principal, has the responsibility of being the SEN Co-Ordinator. The SENCo is responsible for:
- Coordinating all the support for students with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all students get a consistent, high quality response to meeting their needs in the academy.
- In the first instance we encourage you to speak to your child's class teacher.

#### The Class Teacher will:

- Ensure that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Check on the progress of your child and identify, plan and deliver any additional help your child may need.

#### **6. What training are the staff supporting children and young people with SEND had or are having?**

Different members of staff have received training related to SEND. These have included sessions on:

- Reading Recovery and Inference training.
- Precision Teaching.
- Annual epi-pen training.
- Annual asthma training.
- Three staff have Fist Aid qualification.

Claire Kerslake, Assistant Principal, will be undergoing accredited SENCo training.

#### **7. How does the academy get more specialist help for students if they need it?**

If we feel a student needs more specialist help we will contact outside agencies for support. We may need your permissions before some specialists will become involved with your child. Examples of agency's we use are:

**Educational Psychology service (EP)** – Students with more significant or complex learning needs. They provide staff with advice on teaching strategies, resources and training.

**Speech and Language Therapy (SALT)** – Students who are referred by their GP or the Academy who have specific speech or language needs. They provide the academy and parents with advice on work that can be carried out in class and home. Sessions take place at the local clinic or at the Academy.

**Autism Spectrum Disorder Outreach Team (ASDOT)** – Students with social communication difficulties or diagnosis of autism. They provide staff with teaching strategies, resources and training.

**Sensory support service-** Students with hearing or visual impairments. They provide staff with advice on teaching strategies, resources and training.

**Behaviour improvement team** – Students with challenging behaviour team.

**Health Professionals** – School Nurse, Occupational therapist, ADHD specialist nurse, Physiotherapist. They provide staff with advice on teaching strategies, resources and training.

**CAHMS** – Students with specific mental health issues

## **8. How are the parents of children involved in the education of students with SEN?**

- All parents are encouraged to contribute to their child's education. This may be through:
- Discussions with the class teacher and/or SENCo.
- During Parent's Evenings.
- During discussions with SENCo or other professionals.
- Parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated.
- Open door policy to listen to parents/carers.

What about students who are 'Looked After' with SEN?

The term 'looked after' refers to children who are under 18 and have been provided with care and accommodation by Children's Services. Often this will be with foster carers, but some looked after children might stay in a children's home or boarding school, or with another adult known to the parents and Children's Services. The HOPE is the name of Bristol's virtual school for children in care and is a structure to improve the education of CiC. It enables the attainment, progression, attendance, exclusion and out of school hours learning of children in care to be monitored and

tracked to enable support to be put in place where needed. The pupils of the The HOPE attend real schools/settings. The Principal and/or the designated teacher of each real school provide information to The HOPE's staff to allow them to monitor and track each pupil and to advise on any support available to help pupils achieve their potential. The Hope is a cross phase school and their pupils range from 2 to 18 years.

Students that are looked after will have a 'Personal Education Plan'. Personal Education Plans are designed to ensure that all important decisions about the education of Looked After Children are made jointly by the 'corporate parents' who are the teachers, social workers, carers and other professionals involved with the child.

### **9. How are students with SEN involved in their own education?**

- All students are encouraged to take part in their own learning through:
- Developing and achieving targets.
- Self-assessment and evaluation.
- All students are encouraged to speak to an adult if they have a concern.

Students with SEN are also involved in:  
Annual Review meetings.  
Case Study/Profiles.

### **10. Who can I contact for further information or if I have a complaint about the academy?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the office to arrange a meeting with the SENCo. We have a Complaints Policy which can be found on our website or requested from the office.

### **11. How will Oasis Academy Bank Leaze support my child through transition?**

Many strategies are in place to enable the transition to be as smooth as possible. These include:

- Home visits.
- Discussions between the previous or receiving academies/schools prior to the student joining/leaving.
- All students attend a transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for students who need extra time in their new school.
- Staff are willing to meet parents/carers prior to their child joining the school.
- Secondary school staff visit students prior to them joining their new school.

- Liaise with the SENCOs from the secondary schools to pass on information regarding SEN students.
- Transition sessions with the new class teacher in July before moving to a new class in September.

Where a student may have more specialised needs, a separate meeting may be arranged with, the secondary school SENCo, the parents/carers and where appropriate the student.

## **12. How can parents/carers find the Bristol Local Authority's Local Offer for SEN?**

Bristol's Local Offer for SEN can be accessed through:

- Speaking to the SENCo.
- Accessing the Bristol City Council website:  
<http://www.bristol.gov.uk/page/children-and-young-people/education-children-special-needs>

**FINDABILITY** is the one-stop-shop for children and young people with special educational needs and disabilities and their families. Bristol's Local Offer is now ready to use and can be considered open for consultation with all partners and users. This includes parents, carers, young people and service providers.

As a part of the wider consultation Bristol's local offer will be reviewed and improved as new content is added and responses to your comments are published. Working together in partnership, collaboration and co-production will ensure Bristol's local offer becomes ever more helpful and useful to children and young people with special educational needs and disabilities and their families.

To find out more, click on this link: <http://www.findabilitybristol.org.uk/>

