



Special Educational Needs and/or Disability Information Report

What do we offer children and young people with Special Educational Needs and/or Disability (SEN/D) at Oasis Academy Bank Leaze?



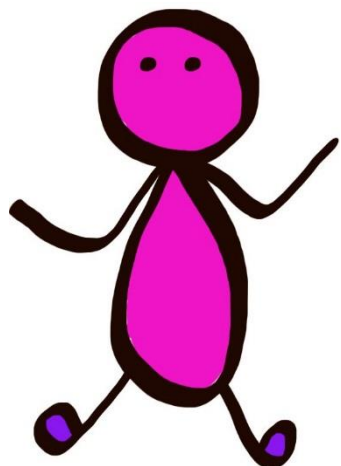
<https://www.bristol.gov.uk/web/bristol-local-offer> has information on what SEN Information Reports are.

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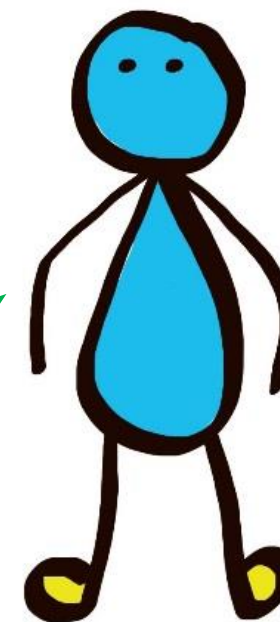
What is your vision for supporting pupils with SEN/D?

All children....



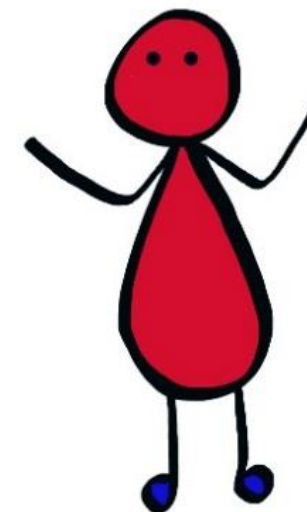
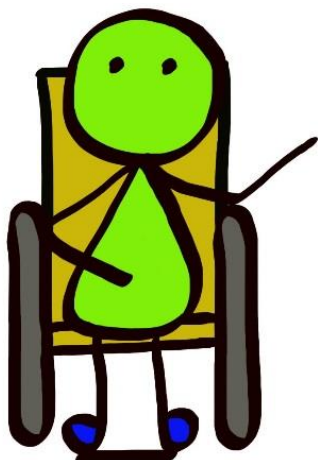
Are
valued equally
and have equal
opportunities

Can
flourish and
feel safe



Have lots of **new experiences** and
learn things that
are **relevant** to
them

Have the
chance to be
the **best that**
they can be



What needs are you able to meet?

Come and Talk to us!

Every child is unique so before deciding on how we can support a child, we like to find out all we can from parents and other professionals first.

Sensory and Physical

Hearing Impairment
Moderate Visual Impairment
Developmental Co-ordination Disorders
Sensory Processing Difficulties
Cerebral Palsy Hypermobility



Social Emotional and Mental Health

Attention Deficit Hyperactivity Disorder
Attention Deficit Disorder
Attachment Disorders

Communication and Interaction

Autism Spectrum Condition (ASC)
Asperger's Syndrome
Speech and Language Difficulties
Specific Language Impairment

Does your child have an EHCP?

If so, we may be able to help. The academy will need to look carefully over the EHCP before deciding whether we are able to offer the support that your child needs.

Cognition and Learning

Moderate Learning Difficulties
Specific Learning Difficulties (Dyslexia, Dyspraxia, Dyscalculia)

How do you decide whether a child has a special educational need?

All children are assessed in the term that they start at the academy. They are assessed more formally 3 x per year in reading, writing and maths. Teachers are always checking how well the children are doing as they teach lessons, mark books and work with the children.

Some children will be making less progress than we would expect. With some extra help, most of these children will begin to catch up. This extra help might be different work or equipment in class time, or extra booster sessions.

A few children will still struggle to catch up, even when this extra help has been put in place. When this happens, we would usually say that the child has a Special Educational Need (SEN).

The SENCO will work with the class teacher to carry out more detailed assessments to find out what type of SEN the child has. If we need more information about a child's needs or the type of support that they need, we may ask for help from other professionals such as speech and language therapists or educational psychologists.

Once we have decided that a child has a SEN they will be added to the SEN/D Support Register. This is a list of names that the SENCO uses to check how well children with SEN are doing at the academy. The SENCO will now be watching the child's progress and helping teachers decide what different help the child needs.

Working together

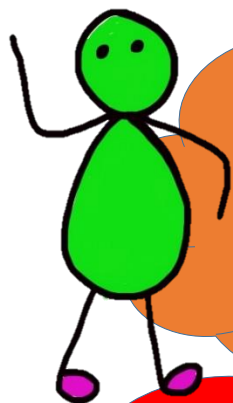
We will ask you and your child to work with us at every point of this process. The class teacher will discuss any decisions with you. Sometimes the SENCO will meet with you too.



Diagnosis

We do not usually pursue a formal diagnosis of any condition, although we do talk about the type of need a child has. Any formal diagnoses would need to be made by an appropriately qualified professional and we can signpost you to the most relevant service.

How will I know what is happening for my child at the academy?



News will often be shared by teachers at the start or end of the day in person or by phone.

Want to share some news or worries? Pop in and ask to arrange a time to meet with the class teacher. The SENCO can come along too if you ask.



If we are trying to decide whether your child has a SEN, we will talk to you about this. If they are added to the SEND support register, we will ask you to come and meet with the teacher and SENCO to talk about their needs.

Parents' evening (2 x per year) will allow you to talk with you and your child about your child's outcomes, how well they are working towards them, how best to support them and what they need to work on next.

Pathway Plans will be created with you and your child and they will be reviewed with you 3 times per year.

If we want help from other professionals we will contact you first. You will be invited to any meetings and given a copy of any reports.



Annual review meetings for children with EHCPs or support plans. All professionals involved will be asked to attend.

How will I know how well my child is doing?

The image shows a 'Pathway Plan' form. It includes sections for 'About the child', 'Strengths', 'Needs', 'How we will help', and 'Review'. There is a small icon of a person in the top right corner of the form.

If your child has a SEN/D they will have one of these. It will be written by the class teacher and the SENCO with help from you and your child. It says what the child is good at and what they need help with. It tells people what helps your child to learn best and shows what goals we all hope they will achieve. These are reviewed with you and your child at least 3 x per year.

Pathway Plans

Teachers will regularly talk to you and your child about their achievements and next steps. Achievements will also be celebrated during celebration assemblies and at the end of the school day. If you have any questions about how your child is getting on in school, the first step is always to ask to speak with the class teacher. They will be happy to talk about how they are supporting your child and how well they are doing in class. You can also ask to meet with the SENCO along with the class teacher if you want to talk about anything further.

Communication

If your child has a statement or EHCP they will also be invited to a yearly meeting all about them. We like the child to be involved in this meeting in whichever way they can. Some children prepare photos, drawings, symbols or written words to say what they think at the meeting. This meeting is a celebration to show how hard they have worked throughout the year and a chance for everyone to plan for the year ahead.

Annual Reviews

An end of year report will be send home in the summer term. This will explain how your child has made progress during the year and explain their next steps.

School Report

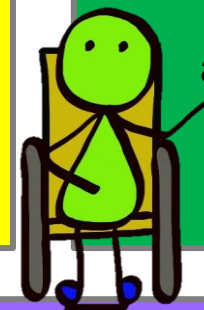
How do you check that children with SEN/D are making good progress?

If your child has had intervention support outside of class time, we will assess this separately and communicate directly with you about this.

Children with SEN/D are usually assessed in reading, writing and maths 3 x per year. These assessments take your child's needs into account and allow us to monitor small steps of progress and set targets which are most helpful for your child, based on what they need to know next. We use this information to create Pathway Plans and review your child's provision.

Teachers meet with the SENCO three times per year to discuss the progress of every child with a SEN/D in their class. At this meeting we will talk about how well your child has been progressing and set new 'outcomes' for your child to work on over the next two terms. These will be discussed with you at parent-teacher meetings where we will welcome suggestions from you about what is useful for your child to be working towards.

Annual reviews are held for children with a statement, EHCP or additional funding.



We formally assess children's reading book levels at least 3 x per year but do so informally much more.

In reception and Y1 we assess children's phonic knowledge at least 3 x per year. We will carry on assessing phonics for children who need it in other year groups too.

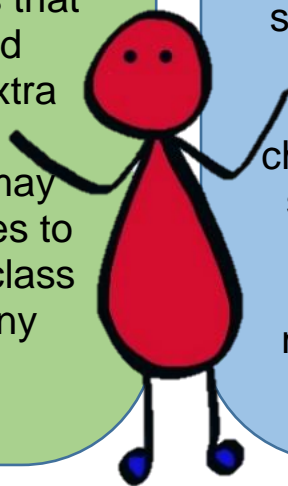
Sometimes we need more information about a child's learning in a specific area, in which case we complete more detailed individual assessments. This might be to see which words children can read or spell, what number skills they know, how much control they have over their movements or how their social skills are developing. These assessments will be shared with you.

How do you prepare children with SEN/D for changes?

We find that lots of children cope well with the changes that are thrown at them on a daily basis at the academy. However, we always like to prepare children as best we can for the times when they do need extra support.

A new class

At the end of the summer term, we make booklets for the children to take home over the summer which tells them all about their new class. It has photos of staff, the new classroom and explains any new rules that might be in place. For children who find change particularly difficult, we plan extra transition activities so that when the change comes, they feel ready. This may include visits to the classroom, chances to talk with their new teacher outside of class time or time to talk to an adult about any worries that they may have.



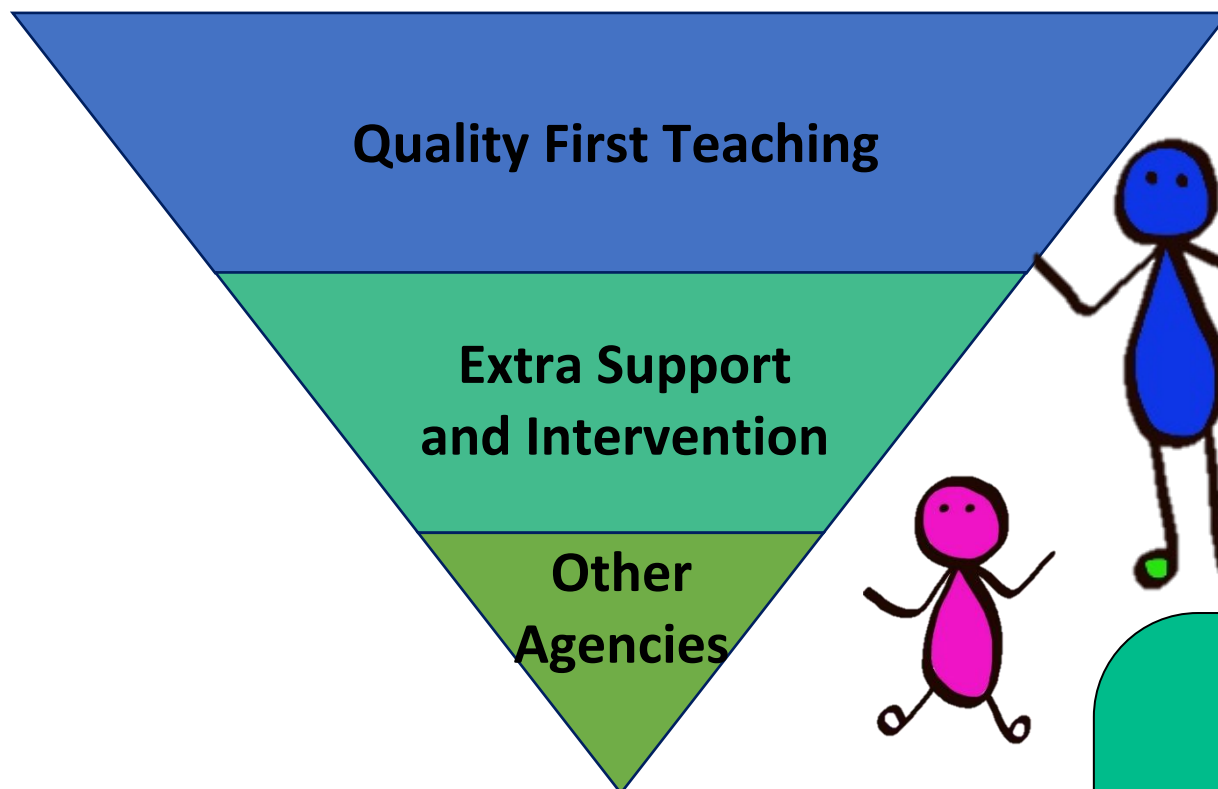
A new school

As soon as your child's place has been confirmed at their next school, we will make contact with them and begin to plan their transition. We always share information with new staff so that we can make the change as easy as possible for your child. We make sure that any reports are given to the new setting at the end of the school year. When moving on to secondary school, all children are invited to attend visits at their chosen school and some children will be invited to extra sessions too. Sometimes children like to see photos of their new school, key staff members and important places. We work closely with you, your child and the new school to help make this transition as smooth as it can possibly be.

Unexpected changes

Life is full of unexpected changes. For some children this is very difficult to understand. For these children, we try our best to prepare them for any changes that may occur. We also try to make sure that children experience changes regularly to help prepare them to cope with unexpected changes in the real world.

How do you help children with SEN/D?



Quality first teaching

We believe that children learn best in the classroom with their class teacher. For this to happen, children might need different resources or equipment or to be taught slightly differently to other children some of the time. This is what we call quality first teaching and this is what we offer all children. The SENCO works closely with the class teacher to look at how we can make classroom teaching work for all children.

Extra Support and Intervention

Sometimes, quality first teaching is not enough for a child and they need an extra boost to help their learning. For these children we offer intervention support outside of lesson time. Sometimes this is with a small group of children and sometimes this is one to one with an adult. These are just some of the types of intervention we offer: phonics, reading, spelling, handwriting, number, calculation, social skills and nurture.

Support from other Agencies

A few children will continue to find things difficult, even after they have had extra support and intervention. For these children, we will usually ask for support from other agencies such as speech and language therapists, Educational Psychologists and health professionals. They can help us identify what difficulties your child is having and plan new ways to support them in class.

What resources do you use to support children with SEN/D?

How accessible is the academy?

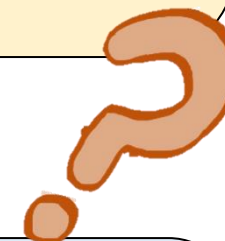
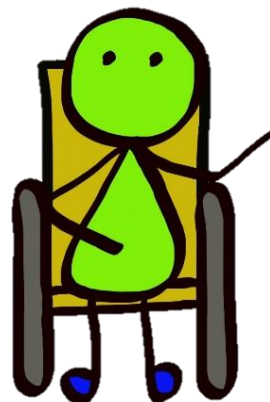
The academy is accessible by wheelchair on all levels using the lift. We have an accessibility plan which is helping us to improve access all of the time.



What facilities do you have already?

We have many facilities across the school site. These include:

- Disabled toilets throughout the academy
- Calming rooms
- A wide variety of classroom equipment such as wedge cushions, writing slopes and adapted pen grips.



What if my child needs 1:1 support?

Adult support is available in every classroom, allowing every child to access good levels of support. Support in the classroom, is directed by the teacher to help all children as and when they need it. This includes a number of interventions which we run at the academy. We rarely allocate a child 1:1 LSA support as we know that this reduces the amount of time a child spends with their class teacher – something which we would like to avoid. However, in some situations, we understand that some children need to have 1:1 support from an additional adult. We are able to ask for extra money from the local authority to help support these children. At the moment, in Bristol, a child does not need an EHCP or statement to get 1:1 support.

What if you don't have the equipment that my child needs?

We already have a wide range of equipment and resources at the academy. However, if we notice that your child needs a piece of equipment that we don't have, we have a small budget for buying such things.



How are staff trained to support children with SEN/D?

Yes. Our SENCO has been working with pupils with SEN/D for many years! They have a wealth of knowledge and experiences to ensure all pupils have the chance to thrive.

Is your SENCO qualified?

How do you decide what training to deliver?

First we look at the needs of the children at the academy. If we have a lot of pupils with a particular type of need or perhaps an unusual difficulty that we have had less experience of we will look to provide training for staff in these areas. We also look at the training our staff team have already had and make sure that we fill any gaps in training for individuals and the staff as a whole.

We have a number of members of staff who are highly trained and experienced in the field of SEN/D, in part because we have a specialist resource base on site. Our specialist expertise include ASC and complex needs. Much of our training is therefore delivered by staff 'in house' who have experience in the area being covered. Most often this is delivered by the SENCO. When we do not have the expertise 'in house' we seek support from outside of the academy and will ask professionals to come in to deliver training for us. If there are individual staff members who need training in a particular area then we signpost them towards courses that are run outside of the academy.

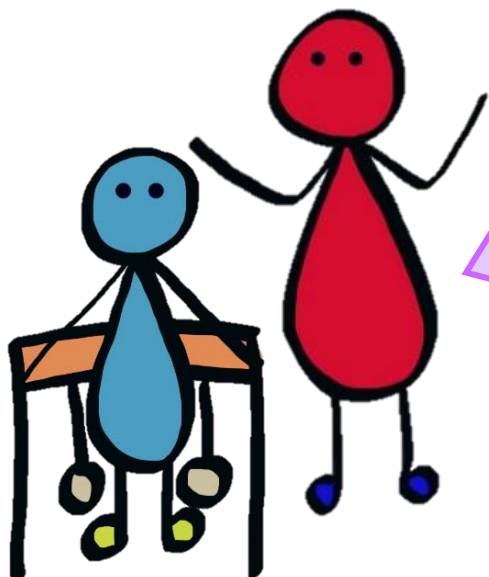
Who delivers the training to the staff?

What training have staff already had?

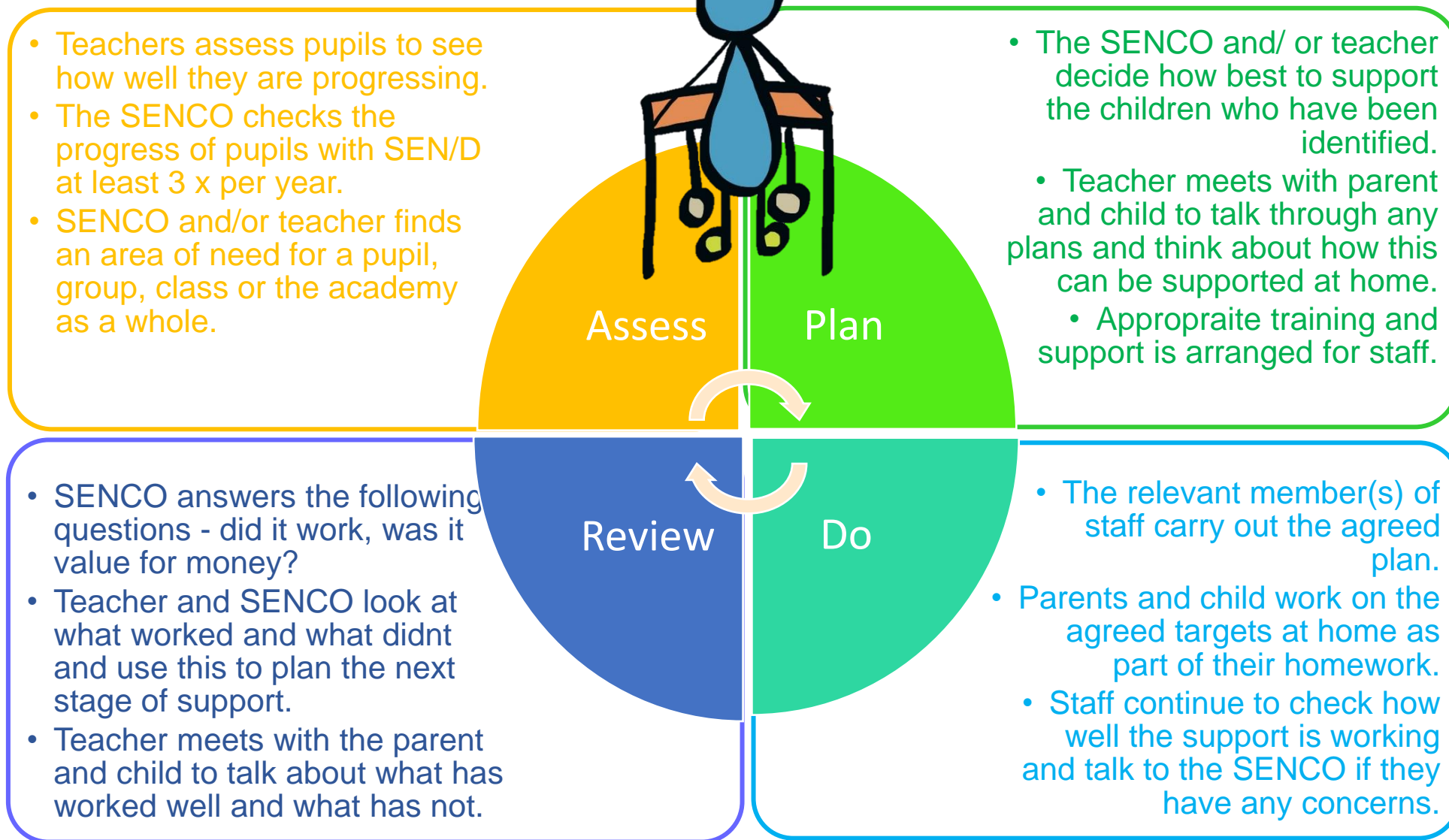
As we have many staff members who have been at the academy for many years, our training experience is wide ranging. Recent training has included: supporting pupils with Speech, Language and Communication Needs, supporting pupils with Social, Emotional and Mental Health difficulties, Deaf learners, Autism Spectrum Conditions, Dyslexia and the 2015 Code of Practice.

Teachers and LSAs both receive high levels of training in supporting pupils with SEN/D. We make sure that the LSAs receive training at the same time as the teachers.

Who receives training at the academy?



How do you check how well the academy is supporting children with SEN/D?



What 'out of school' activities do you offer children with SEN/D?

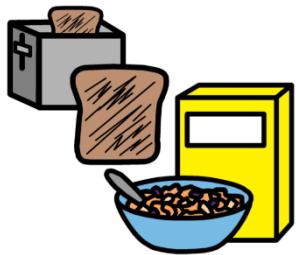
We believe that all pupils at the academy should be given the same opportunities even when they have a SEN/D.

Educational Visits

So if your child's year group are going on an outing of some kind, we think carefully about how they can be safely included on that visit. This includes swimming, educational visits and residential trips. Sometimes this means that a child will need extra resources or equipment and on the odd occasion, a child may need adult support to keep them safe. We will always work with you to include your child wherever possible.



If you feel that you would like your child to attend extra-curricular activities but are worried about this, please ask to speak to your child's class teacher or the SENCO so that we can plan a way to support them best.



Breakfast club and after school events

There is a breakfast club at the academy and we do have some after school clubs. These are also on offer to pupils with SEN/D, as long as the appropriate level of staffing can be provided. We would be happy to talk about this with you.

How do you support the wellbeing of children with SEN/D?

Wellbeing is at the heart of everything we do, both for our children and our staff. We have a qualified 'Trauma Informed' practitioner in our staff team and these principles underpin daily life in our academy.

Nurture at our Core

We pride ourselves on being a nurturing staff team who support children through tough times. Our whole staff team have had training in supporting children with social, emotional and mental health difficulties and are cautious to spot these difficulties in children.

What support do we offer?

If we notice that children are struggling with friendships, have low self-confidence or are going through a difficult time, they can access support from our staff team who will talk through any worries with the child. We also give those children who need it extra support, such as lunchtime club.

Medication

We are able to administer medications in school. You will need to fill out the appropriate paperwork. In some instances a care plan will be needed. We are able to support children with toileting at school. However, we always ask that every effort is made at home to support with this too and that anything we put into place in school, is also done at home.

Signposting

We know about lots of services that can offer support to families and are always happy to signpost you to the right place. We work closely with agencies such as CAMHS, Barnardos and the disabled children's team.

Bullying

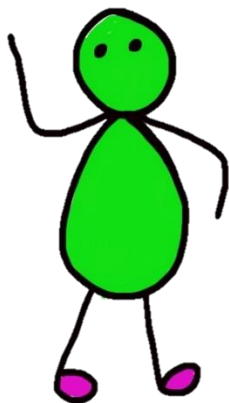
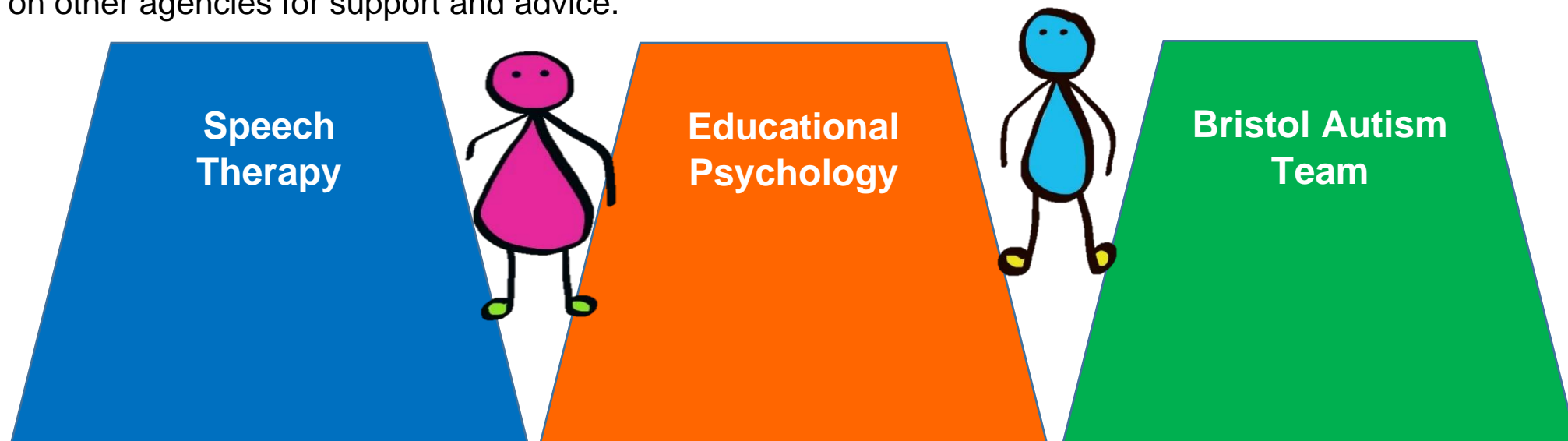
Bullying is taken very seriously at the academy. We hold yearly anti-bullying events and incidents of bullying will always be investigated fully and dealt with appropriately.

Behaviour

We believe that all behaviour is communication and we will work as a team to ensure appropriate individualized support and provision for children displaying challenging behaviour. These individual plans are shared with parents and the child, and always have a positive focus.

How do you work with other services to support children with SEN/D?

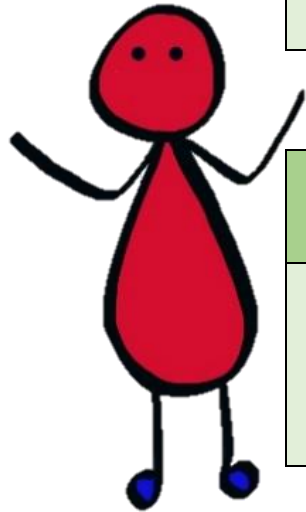
Wherever possible, we try to use the knowledge and skills we have at the academy to support children with SEN/D. This means we can respond quickly as a need appears using everything we already know about the child. However, there will be times when our knowledge and skills are simply not enough and we need to call on other agencies for support and advice.



The speech therapists come in to discuss children every term and they work directly with children every other term. We meet regularly the EP, to plan support for children and can refer to the BAT link person, for children with ASC who have an EHCP. We also work with other agencies including CAMHS, Barnardos, early help, community nurses, social care, pediatricians, therapists, behaviour specialists, occupational therapists and physiotherapists. The SENCO is usually the person who co-ordinates support with these agencies, but we make sure the class teacher is always involved.

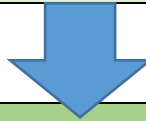
What do I do if I want to make a complaint?

If you have a concern of any kind, we hope that you would feel able to come and speak with us about it. Here's what to do if you have a concern.



I have a concern, what should I do?

Your child's class teacher or LSA would usually be the best person to speak to if you have any worries or concerns. They work closely with your child and would be best placed to answer your questions. Sometimes, you may prefer to speak with the SENCO or school and family link workers about your concerns. If so, we will happily arrange an appropriate time to meet with you



But I'm not satisfied with the answer I have received

If after talking through your concerns, you are unsatisfied with the answers you have been given, then the member of staff you have spoken to, would usually seek advice from someone more senior. At this point, they may also ask you to put your complaint in writing, so that it can be dealt with promptly by the most appropriate person.



But what if my concern is of a serious nature

If you have a complaint of an urgent or serious nature, please make this known when asking to speak with a member of staff. It may be appropriate at this stage, for your concerns to be passed directly to the principal.

Who should I contact if I want more information?



My name is **Jo Chambers**. I am the SENCO at Oasis Academy Bank Leaze. I would be happy to answer any questions you may have about what we offer at the academy.

You can contact me

By telephone: **01275 894580**

By email: **info@oasisbankleaze.org**

How do I get a place for my child at Oasis Academy Bank Leaze?

come to our academy in reception, then you will need to complete the application form via the Bristol city council

If you would like your child to come to our academy in reception, then you will need to complete the application form via the Bristol city council website by the given deadline. If you want to apply

Our current Published Admission Number (PAN) for reception is 30.

We are an inclusive Primary School who want every child to achieve their personal best. We are a non-selective academy which is open to pupils of all religious faiths and those of no faith.

Children with EHCPs do not follow the general admission arrangements. If you ask the local authority for a place at the academy, they will send through your child's EHCP for us to look over. If we feel that we are able to meet your child's needs, then the academy will be named in your child's EHCP and they will be allocated a place. You will need to talk to your child's current school and the local authority about requesting a place at the academy if they have an EHCP.