

SUCCESS FOR EVERYONE: ACTION PLAN

Name of setting: Oasis Academy Foundry Date Completed: September 2014

1: SETTING INFORMATION

1.1. Vision and Values:

(Describe your ongoing ethos and vision relating to inclusion/accessibility)

Oasis Academy Foundry has a clear mission statement and ethos embodying the vision and principles of the academy.

Many words can be used to describe Oasis' identity or its organisational behaviours but central to any such description are the following statements. Oasis has:

- A passion to include everyone
- A desire to treat everyone equally, respecting differences
- A commitment to healthy and open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

It is true to say a person's behaviours reflect what a person believes. In other words, what we believe about life determines how we behave and the things that we value

Our statements:

“ We are community – we are relationships,

We are learning – we are achievement,

We are unique – we are inclusive,

We are enjoyment – we are perseverance,

We are hope – we are future,

We are Oasis Academy Foundry” summarises the vision Oasis Academy Foundry holds.

We aim to help every individual within the academy community to develop their gifts and talents by providing appropriate support, equipment and challenge. Raising the confidence and self esteem of our pupils enabling them to make a positive contribution to the community and wider society.

Close co-operation between the academy, parents, health professionals and other agencies help to provide a suitably supportive environment for all pupils. Each child has thier own needs which are assessed, addressed and learning environments adapted to suit cultural, medical and learning needs.

1.2. Meeting the Diverse Needs of the Community:

(Describe the range of needs met within the setting including those children with SEN/LAC/children in need, vulnerable groups, etc. Please quantify in terms of numbers of children)

Oasis Academy Foundry is a 1-form entry primary school that serves a diverse community, drawing pupils from a wide variety of ethnic, cultural and socio-economic backgrounds.

According to RAISEonline 2013 data the academy is in the top quintile for the following areas:

- **High number of EAL pupils. 65.6% of pupils have first language not English. This has risen significantly to 80%+**
- **Very high social deprivation factor of 0.62 compared with the national average of 0.24, Free School Meals is more than double the National Average (58.6%)**
- **High ethnic minorities (93.9%)**
- **7.2% of pupils have Special Educational Needs. As of September 2014, 17% of pupils have SEN. Needs of the pupils range from Moderate Learning Difficulties through to Autism, Visual Impairment and Hearing Impairment.**
- **Low attainment on entry, assessed by Nursery assessments and Foundation Stage profiles.**
- **IDACI index shows the academy is in the top 1% of most deprived areas in the country**
- **2013 attendance is below National and LA averages 92.18% with persistence absence at 13.8%**
- **High pupil mobility (data available) – 43.7% This is higher and will be reflected in the 2014 Raise. National 14.2%.**

There are number of needs within our staff ranging from sight difficulties to back problems.

We have a gifted and talented register where the needs of this particular cohort of children are assessed and met.

1.3. Consultation around the Action Plan/Audit:

Views of other Setting Staff/Outside Support Workers:

All staff and support workers were invited to join a meeting where the S4E standards were explained and discussed. Working groups consisting of senior leadership members, support staff, teachers and where possible outside agencies discussed each strand and noted where they felt the academy should be placed on the audit. Evidence was provided to back up the statements.

Policies for vulnerable children are regularly reviewed according to the review framework. All policies are available for parents to view. Policies are currently developed with staff and passed through Senior Leadership and the Academy Council for approval.

The Action plan has been drawn up based on the audit findings This was then shared and refined with whole staff and upon completion will be passed to Academy Council.

Views of Parents:

(Describe the outcomes of any consultations made with parents)

Parents of pupils with specific learning, EAL or medical needs meet regularly with the SENCo. The Designated Person for Child protection liaises with families and social services as needs dictate.

Parents of pupils with special educational needs are invited termly to meet the SENCo and discuss progress, needs and how to develop practice further. Parents are given forms before each review meeting so that their views can be shared. Views state “My child is getting good help from school and I am happy with it” “A lot of teachers have helped my child. She has improved a lot.” “ I feel my child has been successful in his education since last review e.g. he’s improved in his writing and reading, he’s able to read on his own” Parents are asked to complete questionnaires regarding current academy policy and practice

Parents say they would like to see more homework, this has been addressed through the implementation of a clear homework timetable and the introduction of special homework books.

Our Parent Partnership worker has had her hours increased to develop our partnership work further.

Individual needs are addressed by the appropriate member of staff. For example, a child needing a specific diet – parents were consulted and appropriate provision made for this to happen in the academy.

A child with hearing impairment – class located in a bright room, a close liaison with the hearing impaired team to facilitate learning. Teacher and Assistants trained in using the equipment and servicing the hearing aids.

Views of Children and Young People:

(Describe the outcomes of any consultations made with children)

We have an Academy Council who represent our pupils. The Academy Council meet regularly with representatives involved in the young peoples' parliament.

Pupils are involved in their SEN reviews. Each child has their own targets which they review with the class teacher or teaching assistant. These views are then fed into the SEN meeting with the child joining the meeting towards the end so that new targets can be set and praise given for the successes. Children are encouraged to identify their own progress towards their goals - children have stated "Yep I can do it!" "I told the teacher and it was sorted." "I didn't do it, I find playtimes difficult still." This particular child was asked what made these times so difficult, he needed a time out place that he could use without any problems as dinner supervisors had stopped him from using his place. This was sorted out for him and he is now more content and interacting in a more appropriate way at lunch times.

Children are also encouraged to identify their own needs. One child with hearing impairment was able to identify that the projector was humming in the classroom really it affected his concentration and hearing. A new whiteboard and projector were purchased and fitted. He now finds it easier to concentrate on his work.

Pupil questionnaires are carried out. The responses are discussed with pupils and staff. The issues raised are addressed. For example pupils felt that behaviour was a problem at lunchtimes in the academy. Lunchtime supervisors have received additional training. A Sports Coach has been appointed and is overhauling playtime procedures.

Individual needs are addressed as needed through a flexible approach. For example, a child with was unable to attend the academy as the family had moved house – transport was arranged. Parents were concerned about a child's recent diagnosis of ADHD. All staff have met with the family and discussed consistent strategies.

When pupils apply to Oasis Academy Foundry, details of needs are gained and contact made with their family and existing school in order ensure we have or are able to access all the necessary provisions for the individual to be fully included in the setting.

Each child receives a letter and the family are invited to a special induction visit. Our induction leader takes the families on a tour of the academy, completes paperwork and gains any information about the child from the family. Families have a direct link with the induction leader. Information is passed on to the relevant individuals so preparations for entry can be made.

2: AUDIT

Summary of Success For Everyone Audit:

Standard	1	2	3	4	5	6	7	8	9	10
Audit point	6	6	5	5	5	5	5	6	5	8

Following the Audit, what are your Priorities for the next year?

Priorities	Which Standard does this priority relate to?	Who will lead on this priority?
<p>1 Parental and Community involvement</p> <p>The setting has developed strong links with local organisations of disabled people and other relevant community organisations and they are regularly invited to give their perspectives to the children and young people</p>	<p>Standard 9 Priority 9:12</p>	<p>See action plan</p>
<p>2 Teaching and Learning</p> <p>Settings work in partnership with each other and with other agencies to develop learning activities, teaching approaches and curriculum materials and specialist equipment in order to meet the learning needs of all pupils</p>	<p>Standard 6 Priority 6.17</p> <p>(Increasing the extent to which everyone can participate in the academy curriculum)</p>	<p>See action plan</p>
<p>3 Staff Development</p> <p>Staff with particular responsibility for vulnerable groups are supported in gaining training to enhance their expertise.</p>	<p>Strand 3 Priority 3.3</p>	<p>See action plan</p>

<p>4 Parental and Community Involvement</p> <p>The settings policies and practices are examined to remove barriers to disabled people and all relevant information is available in accessible formats</p>	<p>Standard 9 Strand 9:11</p> <p>(Improving the delivery of information so that it is accessible to everyone)</p>	<p>See action plan</p>
<p>5 Creating the Environment</p> <p>The setting is regularly audited to reduce all barriers (e.g. physical, social, organisational, emotional) to learning, achievement and full participation</p>	<p>Standard 5 Strand 5.9</p> <p>(Improving the physical environment so everyone can take advantage of education)</p>	<p>See action plan</p>