



## Oasis Academy Foundry – 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. The Local Offer provides parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings.

At Oasis Academy Foundry we are constantly looking at how we can improve the provision for our pupils. *This local offer is a draft and will be held in consultation with parents and local settings.*

### ***How does Oasis Academy Foundry know if a child needs extra help?***

Most children experience a need for extra educational support throughout their school career. This can be temporary or ongoing.

We know when pupils need help if:

- ❖ concerns are raised by parents/carers, teachers, or the pupil's previous school
- ❖ there is lack of progress
- ❖ poor assessment levels
- ❖ there is a change in the pupil's behaviour
- ❖ a pupil asks for help

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

If you have concerns then first contact your child's teacher. You can also go directly to the academy Special Educational Needs and Disabilities co-coordinator (SENDCo) Mrs E. Walker, or to the Academy Principal – Mrs E. Johnson.

### ***How will I know how Oasis Academy Foundry is supporting my child?***

- ❖ If a child is identified with a Special Education Need or Disability, an Individual Education Plan (IEP) will be created in a meeting with the SENDCo, class teacher and the parent. It will be written according to assessments which highlight the barrier to the child's learning. Targets will then be created to suit the pupil's individual needs. A copy of the targets will be given to parents and the child will receive an individual target chart. To achieve these targets, the child may receive additional general support by the teacher or teaching assistant in the classroom.
- ❖ If a pupil has needs related to more specific areas of their education, such as a difficulty acquiring number skills, the pupil may 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 6 weeks (or half a term). The interventions will be regularly reviewed by an Academy Leader to ensure the intervention is effective and the child is achieving accelerated progress.

### ***How will the curriculum be matched to my child's needs?***

- ❖ At Oasis Academy Foundry, teachers plan from children's levels differentiating work to closely match children's ability and learning needs.
- ❖ When a pupil has been identified with special needs their work will be further differentiated by the SENDCo and class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- ❖ A teaching assistant may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- ❖ If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, visual time tables, pen/pencils grips or easy to use scissors.

### ***How will I know how my child is doing?***

- ❖ Class teachers are regularly available at the end of the academy day if parents/ carers wish to raise a concern.
- ❖ Parents can discuss their child's progress in more detail at Parents Evenings.
- ❖ Additional appointments can be made to speak in more detail to the class teacher, SENDCo or Mrs Johnson by visiting the school office.
- ❖ Parents/ carers are encouraged to attend Individual Education Plan (IEP) meetings which are held termly. Parents will be informed when these meetings are in writing and by phone call. The IEP targets will also be sent home.

### ***How will you help me to support my child's learning?***

- ❖ The teachers will hold termly parent workshops which will show you how to support your child's learning at home.
- ❖ The class teacher may suggest additional ways of supporting your child's learning through a note in the reading contact book, home learning book, at parents' evenings or by arranging a meeting with you.
- ❖ Mrs Walker (SENDCo) or Mrs Johnson (Principal) may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed or discussed at pupil progress meetings.
- ❖ Mrs Walker (SENDCo) may meet with you to discuss strategies if there are problems with a child's behaviour/emotional needs.
- ❖ Ideas can be exchanged with other parents at our 'special invitation' parent groups.
- ❖ Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home.
- ❖ Parent/carers workshops and coffee mornings will be arranged throughout the year, sometimes with invited guests, to encourage an open and relaxed forum where advice and ideas can be exchanged.

### ***What support will there be for my child's overall well-being?***

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties.

These include:

- ❖ Members of staff such as the class teacher, teaching assistants and SENDCo are readily available for pupils who wish to discuss issues and concerns.
- ❖ A Learning Mentor will run wellbeing groups targeting social skills, self-esteem, emotional wellbeing and anger management.
- ❖ Pupils who find lunchtimes a struggle are able to join the Computing Club run by an experienced teaching assistant. If necessary a quiet eating area is provided.
- ❖ The academy regularly accesses support from an Educational Psychologist who is able to provide assessment and support for children and their families with behavioural/communication issues.

#### Pupils with medical needs

- ❖ If a pupil has a medical need then a detailed Care Plan is compiled by Mrs Walker in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- ❖ Where necessary and in agreement with parents/carers medicines are administered in school where a signed Medi-Careplan is in place. Occasional medicines may be given in some circumstances on discussion with the office staff and on completion of a medication form.

#### ***What specialist services and expertise are available or accessed by the academy?***

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- ❖ Communication and Autism Team
- ❖ Child Protection Advisors
- ❖ Educational Psychologist
- ❖ Behaviour Support Service
- ❖ Child & Adolescent Mental Health Service (CAMHS)
- ❖ AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- ❖ PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment.
- ❖ Social Services
- ❖ School Nurse

A Local Authority Educational Psychologist is allocated to each school. In addition, Oasis Academy Foundry employs its own private Educational Psychologist to provide extra support within school whenever necessary. The Educational Psychologist would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. In order to help understand the pupil's educational and emotional needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. They will offer advice to the school and parent/carers on how to best support the pupil to take their learning forward.

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

All members of staff have received some training related to SEND.

These have included sessions on:

- ❖ How to support pupils with a diagnosis of dyslexia.
- ❖ How to support pupils on the autistic spectrum through the AET training and standards
- ❖ How to support pupils with behavioural difficulties.
- ❖ How to support children with sensory issues.

Teaching support staff have received additional training on:

- ❖ Precision teaching – a specialised reading programme.
- ❖ WellComm language assessment – a specialised speaking and listening programme for children with communication issues including the use of Makaton.

Mrs Walker (SENDCo) has the National Award for SEN Coordination which is a master's level qualification.

### ***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.
- ❖ If a health and safety risk assessment suggests that a child needs 1:1 support, a parent or carer may also be if they would like to accompany their child during the activity in addition to the usual school staff.

### ***How accessible is the school environment?***

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- ❖ toilets adapted for disabled users.
- ❖ Double doors in all parts of the building.
- ❖ We are currently planning further improvements to make the school more accessible and have an up to date Accessibility Plan.

### ***How will the school prepare and support my child when joining Oasis Academy Foundry or transferring to a new school?***

Oasis Academy Foundry understands what a stressful time moving schools can be. Therefore many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

On entry:

- ❖ Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- ❖ Our Early Years Leader, Mrs Ravat, will meet all children coming into Nursery/Reception classes. Where concerns are raised, Mrs Walker (SENDCo) may meet with parents to discuss any concerns. In some circumstances individual arrangements may be made for starting school such as shorter hours.
- ❖ Children start mornings only and are introduced to lunchtimes before staying full time. If parents or teachers feel a child is not ready for full time school they can remain part time until they are five years old.

Secondary transition:

- ❖ Mrs Walker and/or the Learning Mentor will work with children anxious about moving to Secondary school. This provides them with the opportunity to discuss any concerns they may have.
- ❖ Secondary school staff visit pupils prior to them joining their new school. Mrs Walker (the SENDCo) meets the SENDCos from the secondary schools to pass on information regarding SEN pupils.
- ❖ Children attend a transition day particular to the school they are going to.
- ❖ Opportunities to work with local secondary schools are actively encouraged so that children are familiar with the new setting (e.g. summer schools).

Mid-year transition:

- ❖ Currently we give all new children a tour of the school with their parent/carer.
- ❖ They are introduced to their new teacher and class and some basic routines are explained (e.g. P.E days, where toilets are etc.).
- ❖ Parents complete an induction form with basic details including how they feel their child was progressing at their last school.
- ❖ Parents agree the start date. In certain circumstances such as the child not having attended school before, special starting arrangements may be agreed.
- ❖ The previous school will be contacted for the child's records. Where there are concerns the previous SENDCo will be contacted.

### ***How are the school's resources allocated and matched to children's special educational 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.
- ❖ Additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- ❖ Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. Communication and Autism team).
- ❖ Funding may be used to buy in specialist support (e.g. WellComm language assessment)
- ❖ Individual Pupil Premium payments are used to support pupil's learning.

### ***How is the decision made about how much support my child will receive?***

- ❖ The Academy Leadership team, in consultation with each class teacher will agree the level of support needed for all children. This may take the form of additional individual or small group support in class or in other focus groups tailored to the pupils needs.
- ❖ During a child's school career, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged by the SENDCo.
- ❖ Parents/carers will be notified if their child is receiving 1-1 or small group support outside of the classroom.

### ***How will I be involved in discussions about and planning for my child's education?***

All parents are encouraged to contribute to their child's education.

This may be through:

- ❖ Regular discussions with the class teacher
- ❖ During parents evenings
- ❖ Appointments made to discuss concerns with Mrs Walker (SENDCo) , Mr King (Deputy Principal) or Mrs Johnson (Principal).
- ❖ Parents are invited to, and encouraged to attend, their child's termly Education Plan meeting.

### ***Who can I contact for further information?***

If you wish to discuss your child's educational needs, please contact one of the following:

- ❖ Your child's class teacher
- ❖ Mrs Walker the academy SENDCo
- ❖ Mr King the Deputy Principal
- ❖ Mrs Johnson the Academy Principal

Appointments can be made with any members of staff through the school Office.

Telephone: 0121 250 8850

***Any comments or suggestions about the academy's Local Offer are greatly appreciated.***