

# Special Educational Need/Disability Information

## Oasis Academy Parkwood January 2020



### DECISIONS ABOUT WHETHER A STUDENT HAS SEN/D

SEND new Code of Practice (first published 2014) offers guidance designed to help schools make full entitlement and appropriate provision for pupils with SEND. A child who has a significantly greater difficulty in learning than those of the same age, or who has a disability, which hinders them from accessing school facilities.

**How does Oasis Academy Parkwood know if my child needs extra help and what should I do if I think, my child may have special educational needs?**

- Oasis Academy Parkwood set out how pupils will be identified in the policy document, 'Special Educational Needs and Disability', located on the Academy website. The Academy identifies pupils with special educational needs through continually assessing the levels of ability, and being aware of communication, Physical, social and emotional needs, which are discussed and shared in; Class Reviews, Pupil Progress meetings, SEND Team and Parent Meetings.
- An Initial Concern form is used to compile and record concerns by Academy staff. This may lead to additional assessments. The child can be monitored more closely and the next step can be considered, which might include consultation with other professionals.
- Should a parent/carer believe their child to have a special educational need, they can discuss this initially with the Class Teacher and then the SENDCo by making an appointment.

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

- The decision about additional support depends on the individual needs of the pupil. Most pupils with SEND will receive SEN Support and have a Support Plan in place with targets and a provision map to detail the provision. A few pupils having Education, Health and Care Plans will receive the most support.
- Interventions may be used by the Class Teacher to support a child's individual needs or they may be included in 'pre' or 'post' teaching as part of their lesson.
- Parents/carers are informed by letter, and meetings are offered termly, or as required to review the child's progress.
- External agencies such as Health and Social Care may be involved depending on individual circumstances.
- The Nurture/Pastoral Team and Speech and Language Mentor will liaise with parents/carers and staff regarding their input.

### SUPPORT FOR LEARNING AND WELL-BEING

**How does the Academy support**

- Staff are notified of change and regularly updated with regard to SEND.

**pupils with special educational needs?**

- The Academy will identify the most appropriate programme for the individual pupil in consultation with the parent/carer.
- A team of Teaching Assistants are employed to work alongside the teacher to provide support, which may include interventions, 'pre' or 'post' teaching, as well as pastoral care. The team are trained to provide a range of support measures including; literacy and numeracy, social and emotional, pastoral and nurturing care.
- The Academy may carry out further assessments with the involvement of other professionals, such as an Educational Psychologist.
- The Academy Council is involved via the regular, termly meetings in the Academy with the Principal to ensure accountability.
- The SENDCo meets with the SEND Governor each term to discuss SEND provision.

**How does the Academy support pupils with a disability?**

**Section 6 of the Equality Act 2010 says that a person has a disability if the person:**

- **Has a physical or mental impairment, and**
- **The impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities.**

(i) the arrangements for the admission of disabled persons as pupils at the school;

(ii) the steps taken to prevent disabled pupils from being treated less favourably than other pupils;

(iii) the facilities provided to assist access to the school by disabled pupils;

(iv) the plan prepared by the governing body or proprietor under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan).

(4) In this section—

- "disabled person" means a person who is a disabled person for the purposes of the Equality Act 2010;
- "disabled pupil" includes a disabled person who may be admitted to a school as a pupil.

What mechanisms are in place for supporting pupils overall wellbeing?

- Class teachers and Teaching Assistants are available as a first point of contact for all pupils. Secondary to this, the Nurture team are able to support pupils with concerns such as attendance, emotional and social care.
- Attendance is monitored, with those at risk of low attendance being supported by Academy staff and the Attendance Officer. They will liaise with teachers and ALT regarding attendance and potential Child Protection issues.
- The Academy manages the administration of medicines and the designated medical lead provides advice and support to parents and staff regarding this.
- First Aiders are deployed at various points across the Academy; the majority of staff being first aid trained. This is done during staff INSET sessions and training is on a rolling programme to ensure all training is kept up to date.
- The School Nursing services can be contacted to discuss any health concerns through a referral system operated by the SENDCo.
- There is a well-established pastoral system in place for addressing social and emotional concerns to avoid exclusions and increasing attendance.
- The Academy is proud of its positive rewards systems and the Nurture Room, which provides social and emotional support programmes. In addition to this, speech and language therapy are supported by the Speech and Language Mentor.

**PROGRESS, PLANNING AND KEEPING PARENTS INFORMED**

How will I know how well my child is doing?

- In addition to normal reporting arrangements, opportunities exist for parents to discuss progress during open events and/or other times by appointment, via class teacher or Inclusion Team.
- The Academy knows how well any individual pupil is doing through regular, tracking and Pupil Progress meetings conducted by Senior Leadership Team and in Class Reviews with the SENDCo.
- Information is shared with parents termly to enable them to understand what progress their child should be making.
- When concerns arise, contact with parents is made inviting them into the Academy to discuss these to find ways forward.

How are parents involved in discussions about planning for their child's education?  
How are children able to contribute their views?

- Parents are involved in planning their child's education at a number of events throughout the year, including parents afternoon /evenings, award assemblies and open days.
- Children's views are taken into account via the Inclusion Team, and pupils with additional needs through Special Educational Needs Support Plan reviews and or Individual Behaviour Plans and Annual Reviews.
- There are regular opportunities for discussion through School Council sessions.

	<ul style="list-style-type: none"> <li>• A representative group of pupils with SEND have been identified to share their views (Pupil Voice) in order to improve their school experience and lead to further progress.</li> </ul>
<b>PROVISIONS, RESOURCES &amp; SERVICES</b>	
<p><b>How is learning and development provision, matched to individual student need?</b></p>	<ul style="list-style-type: none"> <li>• The Academy embraces an inclusive approach through the Oasis ethos, thus the Academy firmly believes that all teachers are teachers of pupils with SEND and support effective differentiation within the lessons to meet student needs with the support of Teaching Assistants.</li> <li>• The Academy's view to differentiation involves some specific intervention programmes, but 'pre' and 'post' teaching are used most often to support academic needs.</li> </ul>
<p><b>How are the Academy's resources allocated and matched to student's SEND?</b></p>	<ul style="list-style-type: none"> <li>• The Academy's SEND budget is allocated by the Principal, which then becomes the responsibility of the Business/Finance Manager. The SENDCo will liaise with Principal and Business manager to discuss pupil's needs and target provision.</li> </ul>
<p><b>What specialist services and expertise are available at the school or accessed by the school?</b></p>	<ul style="list-style-type: none"> <li>• The SENDCo is a qualified teacher who also holds an SEN Diploma.</li> <li>• The SENDCo attends SEND meetings/training regularly, relating to SEND provided by Oasis, the Local Authority, or other providers.</li> <li>• The SENDCo is part of a cluster of Oasis schools and local network of SENDCos who discuss and share ideas.</li> <li>• The Academy has a qualified Speech and Language Mentor.</li> <li>• The Academy has experienced Teaching Assistants who work from a Nurture Room to support social and emotional needs.</li> <li>• The Academy has close links with a variety of professionals including, ASET (Autistic Spectrum Education Team) who are housed in the building.</li> <li>• The Academy is able to access support for learning from the Local Authority's Learning &amp; Cognition Team and holds a 10 hours a year minimum service level agreement with the Educational Psychology Service based at North Lincolnshire.</li> <li>• The Academy accesses other specialist services as follows: Speech and Language Therapy, Behaviour Support Service, Physiotherapy, Occupational Therapy, the Autism Team and Outreach from St Luke's Special School who may also deliver specific training.</li> </ul>
<p><b>How accessible is the school/Academy environment?</b></p>	<ul style="list-style-type: none"> <li>• The Academy is a single storey building and it is wheelchair accessible in most areas. The Academy is surrounded by flat pavements with an on-site disabled parking space. The Academy has close access to main bus routes on Plymouth Road and places to park just in front of the Academy and in the car park. Adaptations can be made for pupils with e.g. auditory difficulties. The building also has two disabled changing and toilet facilities at each end of the building.</li> </ul>

	<ul style="list-style-type: none"> <li>The Academy's Accessibility Plan is reviewed by the Academy Council and by the Academy's Health and Safety Champions.</li> </ul>
<p>How are pupils included in activities outside the classroom including trips?</p>	<ul style="list-style-type: none"> <li>All pupils with additional needs are able to access all Academy activities. Risk assessments are carried out on all visits.</li> <li>Parents are asked to sign consent forms for pupils to go on visits. Many parents are involved in accompanying visits. This may be in a supporting role for the teacher or with a responsibility for children. They are all CRB checked.</li> <li>Medical needs are catered for, including key staff that are trained to deal with administration of potentially lifesaving medication such as epi-pens.</li> <li>The Academy has a dedicated Medical Room.</li> <li>All pupils are welcome to take part in a range of educational visits, including longer residential ones with parental permission and with appropriate risk assessments completed and passed.</li> </ul>
<b>STAFF TRAINING</b>	
<p>What training have the staff supporting pupils with SEN had, or what are they expected to have?</p>	<ul style="list-style-type: none"> <li>Staff members are updated on national/local changes to SEND by the SENCO.</li> <li>SEND training is given to staff for example, sensory training as applicable.</li> <li>The Speech and Language Mentor holds a Level 3 BTEC in Language &amp; therapy. She has also achieved a Chartermark. She is able to carry out Speech &amp; language Programmes and support staff with follow up activities.</li> <li>The Nurture Team have received training which allow them to support pupils with social, emotional and mental health issues including; Drawing and Talking, Therapeutic Play, Behaviour Management and Safeguarding..</li> <li>All Teaching Assistants are offered opportunities for training each academic year in line with teachers.</li> </ul>
<b>TRANSITIONS</b>	
<p>How does the school prepare and support pupils to join the Academy, transfer to a new school or the next stage of education and life in order to ensure their well-being?</p>	<ul style="list-style-type: none"> <li>To help prepare pupils joining the Academy the Teacher/ SENCO liaises with previous school, or for early year's pupils, relevant pre-school staff/Health Visitors.</li> <li>New pupils are invited to look around the Academy before they join the Academy with their parents.</li> <li>New pupils are usually paired with a class buddy to look after them on their first few days.</li> <li>Staff are invited to reviews and multi-agency team meetings.</li> <li>Separate pathways may be available for those pupils if needed (especially in the case of ASD pupils or pupils with ESMH).</li> </ul>

- Pupils joining their secondary school may have extra opportunities to visit their next school/Academy, before their starting date if required with a transition programme put in place.
- Staff from secondary schools/Academies are invited to discuss transition programmes to work with pupils and to get to know them.
- Current class teachers, TAs and the SENDCo from the Academy meet appropriate staff from their next school in order to share information in order to support a pupil's needs.

#### FURTHER INFORMATION

Who can parents contact for further information?

- Class teacher, SENCO or Nurture Team via School Office on 01724 861072
- Parent Partnership
- Visit the Academy website
- The Local Offer

OAP collaborate with local authorities to support pupils in their care. The Information Report forms part of this support. The Local Offer is designed to give clear, comprehensive and accessible information about SEND provision in the local area and how to access it. It should reflect and be responsive to local needs, involving young people with SEND in its provision and review.

- Complaints

OAP aims to work with pupils and their families to ensure they achieve the best possible educational and other outcomes.

However, where issues emerge, academies have clear procedures in place to allow parents/ carers to voice concerns about any aspect of their child's provision. OAP expect parents to raise matters through the relevant complaints procedure.

The contact details of the appropriate/ specific members of staff should be available to parents/ carers through the SEND Information Report should they need to contact the school for any reason. If the concerns centre around SEND provision, the first person to contact is the SENDCO.

If parents/ carers are dissatisfied with the response from the academy, Academy Council or OAP, they may raise the issue with the Education & Skills Funding Agency and/ or lodge a claim for disability discrimination against the academy with the SEN & Disability Tribunal. Please note that complaints and/ or appeals relating to Statutory Assessments or EHCPs should be made against the relevant local authority and not the academy - OAP.

