

Oasis Academy Boulton- Inspection report

Special Educational Needs Information

At Oasis Academy Boulton 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

Roles & Responsibilities of the special Needs Co-ordinator (SENCO).

Our SENCOs are responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual students with SEN. We liaise with staff to monitor the student's progress and plan further interventions where progress is slower than expected. We regularly have contact with a wide range of external agencies that are able to give more specialised advice. If you have any concerns regarding SEN matters do not hesitate to contact us. There are many SEN terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEN terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ALT	Academy Leadership Team
ASD	Autistic Spectrum Disorder
CAMHS	Child & Adolescent Mental Health Service
CAT	Communication and Autism Team
COP	Code of Practice
CP	Child Protection
DfE	Department of Education
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
ITP	Individual Teaching Plan
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OAB	Oasis Academy Boulton
OT	Occupational Therapist
PDSS	Physical Disability Support Service
PSS	Pupil and School Support
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
TA	Teaching Assistant
VI	Visual Impairment

Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs. The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met. It takes forward the reform programme set out in *Support and aspiration: A new approach to special educational needs and disability: Progress and next steps* by:

- replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?(inspection report)

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."

What will it do?

The Birmingham framework will allow the Local Offer to provide 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. During the last year, the Local Offer Steering Group has developed questions for academies/schools, and trialled them with a small number of settings.

There are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

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

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

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Types of need and what that could look like	Examples of support at Oasis Academy Boulton	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 eg PSS	Setting objectives and outcomes Data tracking Termly reviews Provision Mapping EHCP
Communication and Interaction <i>How your child talks to, listens, plays and learns with other adults and children.</i>	Peer mediators Student Leadership Team Pastoral Manager and Assistant Outside agencies eg SALT and CAT	
Social, Emotional and Mental Health Difficulties <i>How your child expresses themselves and shares their feelings and thoughts with others.</i>	Pastoral interventions Social Stories Outside agencies eg EP, CAMHS, COBS (Behaviour Support)	
Sensory and/or Physical Needs <i>How your child responds to their environment using their senses and body.</i>	Visual timetables Makaton symbol support Adaptation to the environment Outside agencies eg PDSS, CAT, SSS (VI/HI), Wilson Stuart Outreach	
Medical Needs <i>How the academy, parents and child work in partnership to support medical needs.</i>	School Nurse Medical Experts Care Plans Risk assessments Policies and procedures	

2. How does Oasis Academy Boulton 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.
- Use of Birmingham Language and Literacy and Maths toolkits with support from Pupil and School Support.

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 have concerns then contact Mrs Rathore the Principal or Mrs Joyti Sidhu who is the Special Educational Needs Coordinators (SENCO)

How will OAB 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 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 Oasis Academy Boulton supports 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 & 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 Boulton is responsible for entrusting a named person, Mr Phil Storey, to monitor Safeguarding and Child Protection procedures. He 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 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.

- All students are expected to follow the Boulton Way and are included in our 'messy circle' as part of the Oasis ethos.

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 Teaching plan (ITP). 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. ITP's 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 Boulton?

If you have a specific concern then the SENCO will be available to talk to you. Mrs Joyti Sidhu, Assistant Principal, has the responsibility of being the SEN Co-Ordinator and is supported by Mrs Lorraine Patrick, a Higher Level Teaching Assistant, who coordinates teaching assistant support. 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 be:

- Ensuring 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).
- Checking on the progress of your child and identifying, planning and delivering 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:

- How to support students on the autistic spectrum.
- How to support students with social and emotional needs.
- How to support students with speech and language difficulties.
- How to support students with physical and co-ordination needs.
- Reading Recovery and Inference training.
- Precision Teaching.
- Annual epi-pen training.
- Annual asthma training.

- Three staff have First Aid qualification.

Joyti Sidhu, 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 permission before some specialists will become involved with your child.

Agency or Service	Who they work with
Educational Psychology Service (EP)	Students with more significant or complex learning needs. Provide staff with advice on teaching strategies, resources and training.
Pupil and School Support (PSS)	Students not making progress in literacy, language or maths. Provide staff with advice on teaching strategies, resources and training to support students with difficulties in language, literacy and maths. Individual assessments of students who are not making progress and advice on their next steps.
Speech and Language Therapy (SALT)	Students who are referred by their GP or the academy who have specific speech or language needs. Provide the academy with advice on work that can be carried out in class.
Communication and Autism Team (CAT)	Students with social and communication difficulties or diagnosis of autism. Provide staff with advice on teaching strategies, resources and training.
Sensory Support Service (SSS)	Students with hearing or visual impairments. Provide staff with advice on teaching strategies, resources and training.
Wilson Stuart Outreach	Students with gross motor difficulties. Provide staff with advice on teaching strategies, resources and training.
City of Birmingham School (COBS) Behaviour Support	Students with challenging behaviour. Provide staff with advice on teaching strategies, resources and training.
Health Professionals	Students with health needs. Provide staff with advice on teaching strategies, resources and training. School Nurse Occupational Therapist Physiotherapist Child Development Centre
CAHMS	Students with specific mental health issues.
Barnardo's	Students and families needing therapy and support.

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 ITP with possible suggestions that could be incorporated.
- Open door policy to listen to parents/carers.
- Parents/carers forum in the Community House at the end of the day.
- Workshops and class assemblies.
- Written contributions in the Home Learning record.

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 Looked After Children Education Service (LACES) in Birmingham comprises teams of teachers, learning mentors, instructors and professional support staff who work in partnership to ensure that Looked After Children (LAC) can fulfil their educational potential. 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.

The Designated teacher for LAC is Mrs Joyti Sidhu and Mrs Shilpa Rathore.

The service includes outreach teams offering peripatetic support & intervention and a split-site Pupil Referral Unit (PRU) providing onsite education options for LAC. They can be contacted at: Looked After Children's Service, Carnegie Centre, Hunters Road, Hockley, Birmingham, B19 1DR. Tel: 0121 465 3771.

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.
- Attending Parent's Evening.
- Self-assessment and evaluation.
- All students are encouraged to speak to an adult if they have a concern.
- Student Leadership Team.
- Peer Mediators/Head Boy and Head Girl.

Students with SEN are also involved in:

- Annual Review meetings.
- Case Study/Profiles.
- Child Friendly ITPs.

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 is the Academy council involved in supporting families and students with SEN?

The Academy Council of Oasis Academy Boulton is responsible for entrusting a named person, Mr Phil Storey, to monitor SEN and Safeguarding and Child Protection procedures. He regularly liaises with the SENCO to ensure the Academy Council is informed about the provision, progress, attainment and well-being of our students with SEN. He 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.

What support services are available to help parents/carers with children with SEN?

Our SENCO will be able to advise you on the support services available to you, both locally and nationally. It is recommended that you contact your GP to discuss any concerns you may have about your child's needs and to seek medical support, guidance and assessments if appropriate.

Parent Partnership Services are a support service that may support you with your child's special educational needs. They offer independent and unbiased advice and information.

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

- The Class Teacher may suggest ways of how you can support your child.
- The SENCO or Pastoral Manager may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies have been involved suggestions and programmes of study are normally provided that can be used at home.

12. What specialist services and expertise are available at or accessed by the academy?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. We may need your permission before some specialists will work with and support your child. The agencies used by the school include:

Agency or Service	How they can help	How we get in touch with them
Special Educational Needs Co-Ordinator (SENCO)	The SENCO will advise you on the support services available to you.	Make an appointment at the Office. Phone: 0121 464 4228
General Practitioner	We recommend you contact your GP to discuss any concerns you have about your child's needs and seek medical support, guidance and assessments as appropriate.	http://www.nhs.uk/Service-Search/GP/LocationSearch/4
Parent Partnership Services	Offering independent and unbiased advice and information about the assessment procedures and educational provision for your child.	SEN Parent Partnership Service The POD, 28 Oliver Street, Nechells, Birmingham. B7 4NX Phone: 0121 303 5004 senparentpartnership@birmingham.gov.uk
Barnardo's	A voluntary service that works with families to transform the lives of vulnerable children.	Barnardo's Arch Project 40 Rupert Street, Nechells, Birmingham B7 4PS. Phone: 0121 359 5333 arch.project@barnardos.org.uk
School Nurse	Offering support for medical and health needs.	http://www.bhamcommunity.nhs.uk/about-us/clinical-services/children-and-families/services/school-nurses/ 0121 465 4283

13. How will Oasis Academy Boulton 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.

14. How can parents/carers find the Birmingham Local Authority's Local Offer for SEN?

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

- Speaking to the SENCO.
- Accessing the Birmingham City Council website - <http://www.birmingham.gov.uk/send>

Websites of other agencies that you may be interested in:

<http://accesstoeducation.birmingham.gov.uk/>

Access to Education consists of six specialist services: Communication & Autism (CAT), Framework for Intervention (F4i), Educational Psychology (EPS), Physical Disability Support Service (PDSS), Pupil and School Support (PSS) and Sensory Support (SS), who work in an integrated way to ensure schools and settings receive services of the highest quality in order that they can support children and young people with additional educational needs.

<http://www.parentpartnership.org.uk/find-your-pps/west-midlands/birmingham>

Birmingham SEN Parent Partnership provides advice and information on all aspects of special educational needs, in order that parents can make informed decisions in relation to their child's education.

A range of services are offered including:

- Telephone helpline
- Casework intervention
- Disagreement resolution
- Involving parents and carers in the development of
- local SEN policy and practice

Phone: 0121 303 5004

Email: SENParentPartnership@birmingham.gov.uk