

## Oasis Academy Hobmoor SEN Information Report

Oasis Academy Hobmoor is committed to meeting the needs of all pupils including those with special educational needs. Supported by the Local Authority, Oasis Academy Hobmoor ensures that all pupils, regardless of their specific needs are offered inclusive teaching which will enable them to make the best possible progress in a mainstream setting wherever possible, where families want this to happen.

Oasis Academy Hobmoor is an inclusive school and aims to offer a range of provision to support pupils with communication and interaction, cognition and learning difficulties, social, and emotional health problems or sensory or physical needs.

The range of support deployed may be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

### **Open and honest communication**

We will explain everything to you and make sure you know what is happening

The Inclusion Leader will make sure that all necessary school staff are aware of your child's needs and worries

We will make all the information we need to share with you clear and easy to understand

If we think your child needs extra support we will always talk to you about this

Your child's progress will be reviewed regularly and you will be invited into school to discuss the outcomes and give your views. Your child will also be able to give their views.

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Inclusion Leader:

Mrs Wendi Mike

Email:

[enquiries@oasishobmoor.org](mailto:enquiries@oasishobmoor.org)

She is responsible for:

Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivery of any additional support.

Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.

Applying the school's SEN (Special Educational Needs) policy.

If you have concerns about your child you should speak to your child's teacher first. You may then be directed to the Inclusion Leader.

The Inclusion Leader is responsible for

- Coordinating provision for children with SEN and developing the school's SEN policy to make sure all children get a consistent, high quality response to meeting their needs in school
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties e.g. Educational Psychology, Specialist Teachers, Speech and Language Therapy
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs and so help achieve the best possible progress in school.

Ensuring that parents are:

- ✓ Involved in supporting their child's learning and access
- ✓ Kept informed about the range and level of support offered to their child
- ✓ Included in reviewing how their child is doing



## Complaints Procedure

Your first point of contact around any concerns will be the class teacher and then if necessary the Inclusion Leader. Explain your concerns to them first. If you are not satisfied that your concern has been addressed, speak to the Headteacher.

If you do not feel the issues have been resolved, we will arrange a meeting with the Chair of Governors who can be contacted via the school.

The Academy Complaints Procedure is on the website.

The Parent Partnership Service provides independent, individual information and advice for parents of children with special educational needs.

**Tel:**

0121 303 5004

**Email:** [sendiass@birmingham.gov.uk](mailto:sendiass@birmingham.gov.uk)

**Website:**

<http://www.birmingham.gov.uk/sendiass>

- We will make all the information we need to share with you clear and easy to understand
  - If we think your child needs extra support we will always talk to you about this
- Your child's progress will be reviewed regularly and you will be invited into school to discuss the outcomes and give your views. Your child will also be able to give their views.

When children have identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEN will be in our school setting and how we can support them.

On-going monitoring takes place by pupils' teachers to identify pupils who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties. The views of the pupils about their support are given consideration at all stages.

This additional support is documented in an individual provision map or Individual Target Plan (ITP) or pupil profile driven by a person centred review or behaviour support plan. In consultation with the teacher, INCLUSION LEADER and parents, short terms targets are identified which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Formal review meetings are held as required. Parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

The level of support received by your child may change throughout their time at school. School staff will speak to you if they think this should happen and will ask you for your opinion about this. If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority (L.A) process. Further details about this process will be explained in the LA Local Offer. (Now available online )

### **Appropriate and effective teaching and learning**

- Teaching and support staff will be able to accurately assess the level children are working at and differentiate the curriculum
- All staff will receive appropriate training so that they have the knowledge and confidence to support children's needs
- A range of resources will be available in all learning areas to support learning for children operating at different levels
- Where necessary, resources will be available to support the learning of children who have significant social and/or communication needs
- The school will provide support for children if they need support managing their own behaviour and/or build up skills and confidence in dealing with social situations.
- The school will try to make sure that children with additional needs and their families are able to take part fully in school trips, performances and social events
  - The school will provide good teaching for your child and extra support when needed

Teaching and support staff will be able to accurately assess the level children are working at and differentiate the curriculum

Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual student's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

All staff will receive appropriate training so that they have the knowledge and confidence to support children's needs

The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD and dyslexia.

This ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN. Recent training has covered Autism Spectrum Disorder, Dyslexia and Safeguarding.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from Access to Education or medical /health training to support staff in implementing care plans.

Our Inclusion Leader actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN. The school also seeks advice and guidance from the local authority agencies to review, evaluate and develop provision for pupils who have the most complex needs.

We also have staff with specialised expertise and qualifications in school including:

**Inclusion Leader has completed the National Award For SEN Coordination (NASENCO)**

**ASD Lead Practitioner and Inclusion Leader trained up to AET Level 3 Autism Training**

**Foundation Stage Leader trained up to AET Tier 3 Early Years Autism Training and Reception teacher trained up to Tier 2**

**All Phase Leaders, 2 Class Teachers and 2 Teaching Assistants trained up to AET level 2 Autism Training**

**All Teachers, Teaching Assistants and Lunchtime Supervisors trained in AET Level 1 Autism Training**

**First Aid Trained Teaching Assistants**

**Teaching Assistant trained in Visual Screening**

**Foundation Stage staff trained in Makaton**

**Seven trained THRIVE practitioners**

**Four staff trained at Level 3 in 'Speech and Language Support for 5-11s'**

**Five staff trained in the use of EVAC chairs**

A range of resources will be available in all learning areas to support learning for children operating at different levels.

#### Strategies/programmes to support speech and language

- Speech and Language Link and Wellcomm intervention programme
- Speech and Language Therapist advice disseminated to and followed by teaching staff
- Specific differentiation or modification of resources e.g. use of symbols

#### Strategies to support/develop literacy

- Specialist teacher advice disseminated to and followed by teaching staff
- Focused reading lessons, with group or paired reading
- Small group intervention programmes
- Access to specialist dyslexia teachers/structured programme

#### Strategies to support/develop numeracy

- Specialist teacher advice disseminated to and followed by teaching staff
- Small group intervention programmes

#### Provision to facilitate/support access to the curriculum

- Some small group/individual intervention depending on need.
- ICT resources

#### Strategies/support to develop independent learning

- Mentoring by peers, support staff or teaching staff
- Small group programmes working on study skills
- Homework club
- Visual timetables for class/and or individual pupils

#### Personal and medical care

- Staff (Medical) available for pupils throughout the day
- Care plans for pupils with medical needs
- Outreach services

#### Access to strategies/programmes to support occupational /physiotherapy needs

- Advice of professionals disseminated and followed
- Use of any recommended equipment

#### Access to modified equipment and IT

- Specialist equipment as required on an individual basis to access the curriculum

Where necessary, resources will be available to support the learning of children who have significant social and/or communication needs

The school will provide support for children if they need support managing their own behaviour and/or build up skills and confidence in dealing with social situations.

Strategies to support the development of pupils' social skills and enhance self-esteem

- THRIVE programme, 1-1, small groups
- Lunchtime clubs
- Mentoring
- Quiet room available lunch/break time
- Social Skills groups

Mentoring activities

- Nurture chats by Learning Support staff
- Pastoral support mentoring
- Reward system

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Transition support, visits and events
- Reduced modified visual timetables
- Regular contact and liaison with parents as necessary
- Open door policy
- Modified, adapted environments

Strategies to support/modify behaviour

- School sanctions and reward system as set out in School Behaviour Policy
- Person Centred Tools
- Behaviour Support Services, Educational Psychology, Outreach services
- Mentoring/THRIVE
- Team Teach

Support/supervision at unstructured times of the day including personal care

- Trained staff supervising during break periods
- Quiet room – safe haven
- Peer Mediation systems

Planning, assessment, evaluation and next steps

- ITPs/IBPs/Behaviour Management Plans/pen portraits/one page profiles

The school will provide good teaching for your child and extra support when needed

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them if suitable.

In Year 6

Our school Inclusion Leader will discuss the specific needs of your child with the SENCO of their secondary school and any specialist sessions.

Your child will be supported towards an understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.

Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

The school will try to make sure that children with additional needs and their families are able to take part fully in school trips, performances and social events

We have a number of after school activities, which are open to all children. Should any child need support to access these activities, school will make the necessary arrangements.

We have regular educational visits as well as people coming into school to support different topic areas. All children, as well as those with SEND are always included in these. We provide any support required for their full inclusion. We choose visits that are accessible to all.

The academy will comply with Section 69(2) of the Children's and Families Act 2014

Oasis Academy Hobmoor is a fully accessible school. As an inclusive school, we are happy to discuss individual access requirements.

We work closely with the Physical Difficulties Support Service and Physiotherapist Service to ensure that children with physical difficulties or disabilities are provided with the best possible support.

These children have a personalised Management Plan and a Personal Evacuation Plan (PEEP).

Facilities we have currently include:

- Ramp into school to make the building accessible to all
- A ramp to the playground for wheelchair users
- A lift to access the first floor
- Three toilets for disabled users
- Double doors in all parts of the building
- EVAC chairs

Children have access to specialist equipment, such as writing slopes, easy grip pencils, rulers and scissors.

Students with medical needs

- If a student has a medical need then a Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are shared with all staff who are involved with the student.
- Staff receive epi-pen and asthma training delivered by the school nurse.
- Several staff have Paediatric First Aid Training.
- Where necessary and in agreement with parents/carers medicines are administered in school in accordance with the Academy policy.

In compliance with paragraph 3 of schedule 10 of the Equality Act 2010, we have an up to date accessibility Plan.

### **A Partnership Approach**

- We will work in partnership with you to identify the needs of your child and put in place the correct support including family support if required
- Sometimes we may need to ask for your permission to involve other qualified professionals to support your child
- The school will involve you in all decisions and listen to your views
- The school will try to involve your child in decisions about their learning
- We will be happy to give you contact details for organisations who can give advice and support to you and your child

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The school will try to involve your child in decisions about their learning

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Access to Education
- Referral to paediatrician
- Referral to Forward Thinking (Previously CAMHS )
- Referral via pastoral team to associated agencies and services

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- Regular meetings as required
- Inclusion Leader available at all parents evenings
- Referrals to outside agencies as required
- Speech and Language Therapist for specific individual pupils
- Pupil and School Support Specialist Teachers, Sensory Support, Educational Psychologist, Communication and Autism Team, School Nurse attend at regular intervals to see specific pupils

We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.

The Inclusion Leader is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The Inclusion Leader will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

Homework will be adjusted as needed to your child's individual needs.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

We will be happy to give you contact details for organisations who can give advice and support to you and your child

Agency	Description of support
<p>Access to Education</p> <ul style="list-style-type: none"> <li>• Educational Psychology - our Educational Psychologist is: Anita Soni</li> <li>• Pupil and School Support – our teacher is: Natalie Cooper</li> <li>• Communication and Autism Team – our teacher is: Denise Horton</li> <li>• Sensory Support, Visual Impairment – our teacher is: Christine Simmonds</li> <li>• Sensory Support, Hearing Impairment – our teacher is: Carolyn Hasler</li> </ul>	<p>Planning Meeting, Assessment, Parent Liaison, Observations and Advice Individual and group work as appropriate Individual termly meetings as appropriate and advice given</p>
<p>Beacon Behaviour Support for Schools: Supports schools to meet the needs of pupils with emotional, social, and behavioural difficulties and improve their academic engagement and social skills;</p> <ul style="list-style-type: none"> <li>• Our Behaviour Consultant is: Emma Shackleton</li> </ul>	<p>Planning Meeting, Assessment, Parent Liaison, Observations and Advice, Staff Training Individual and group work as appropriate</p>
<p>Physical Difficulties Support Services-our teacher is Afia Begum</p>	<p>As indicated in Care Plans-school may refer as required and implement recommendations following specialist assessment</p>
<p>Speech and Language Therapy</p>	
<p>Occupational/Physiotherapy</p>	
<p>Paediatric Services</p>	
<p>School Nurse</p>	
<p>Forward Thinking (previously CAMHS)</p>	<p>Offer impartial, confidential information advice and support for parents/carers of children with SEN. Offer independent, impartial, confidential advice for all parents/carers with the move from pre-school to primary school and from primary to secondary school.</p>
<p><b>Special Educational Needs &amp; Disability Information, Advice and Support Service (SENDIASS)</b> mail to:sendiass@birmingham.gov.uk</p>	<p>Offer impartial, confidential information advice and support for parents/carers of children with SEN. Offer independent, impartial, confidential advice for all parents/carers with the move from pre-school to primary school and from primary to secondary school.</p>
<p>Educational Professional responsible for children who are looked after web address: <a href="http://www.birmingham.gov.uk/laces">http://www.birmingham.gov.uk/laces</a></p>	<p>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. The service includes outreach teams offering peripatetic support &amp; intervention and a split-site Pupil Referral Unit (PRU) providing onsite education options for LAC.</p>
<p>Voluntary agencies</p>	<p>School may refer as required</p>

FURTHER INFORMATION about support and services for pupils and their families can be found in:

Web link to:

The Local Authority Local Offer: [https://www.birmingham.gov.uk/info/50034/birminghams\\_local\\_offer\\_send](https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send)

The DfE Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>