



Oasis Academy Hobmoor – SEN information report and local offer

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.

What is the 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.

What can I expect at Oasis Academy Hobmoor if my child has special needs?

The educational provision at Oasis Academy Hobmoor is planned to provide a broad balanced curriculum for all our children. We are constantly improving the provision for all our pupils by following a rigorous cycle of 'assess, plan, do, review'. We ensure that we meet the individual learning needs of all of our pupils through our excellent teaching and learning, providing differentiated work and a personal approach. We have high expectations for all pupils including those with special educational needs and/or disabilities, ensuring the best possible progress for our pupils through an exciting curriculum.



How does Oasis Academy Hobmoor know if a child needs extra help?

Children may have special educational needs either throughout or at any time during their school career.

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 Inclusion Leader, Mrs Mike, or to the Academy Principal– Mr King

How will Oasis Academy Hobmoor support my child?

- Every child receives quality first teaching within the classroom but for those children who may require further support, additional help may be provided through individual or group interventions with those pupils who have similar needs.
- If a child is identified with a Special Education Need or Disability, they will be assessed against the Birmingham Continuum Toolkit to assess where they are working which will provide staff with next steps for the child to achieve these targets. The child may receive additional general support by the teacher or teaching assistant in the classroom.
- If a pupil's needs relate 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.

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
- Lexia Reading Programme
- 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

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

- At Oasis Academy Hobmoor, teachers plan from children's levels differentiating work to closely match children's ability and learning needs. We use the Birmingham Continuum Toolkit to assess children and plan their curriculum.
- When a pupil has been identified with special needs their work will be further differentiated by the Inclusion Leader 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 does the Academy know how well my child is doing?

- As a school we track and analyse the children's' progress in learning against national expectations and age-related expectations on a half-termly basis
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 6, using ongoing teacher and formal assessments. Please ask the school if you require any further details
- Pupil Progress Meetings are held each half term between each class teacher and the Leadership Team. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed
- At OAH, we carry out a Language Assessment (Language Links) on all our children upon their entry to YR. Children with language difficulties are re-assessed at key points to enable us to monitor progress
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example specific SEND checklists and various standardised assessments, such as Single Word Reading/Spelling

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

- The class teacher may suggest additional ways of supporting your child's learning through a note in the reading record book, at parents' evenings or by arranging a meeting with you.
- Mrs Mike (Inclusion Leader) 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.
- Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home.

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, Learning Mentors 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 Pastoral lunchtime club where they can eat together in a quiet environment.
- 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.
- Every class has dedicated time for 'Wellbeing' lessons weekly. These follow the PSHE/RSE policy and include our Oasis 9 Habits focus, RE sessions, and Safeguarding Themes. The school also takes part in themed days including world mental health day, Fairtrade fortnight, Oasis empowerment fortnight, children in need, Internet safety day and many more.

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

Pupils with medical needs

- If a pupil has a medical need then please ask to meet with Mrs Mike to discuss this. The school nurse may devise an allergy or alert card depending on the need. Any concerns 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 an alert card is in place.
- Occasional prescribed 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-: Our CAT worker is Jo Clifford
- Pupil and School Support: Our specialist teacher is Sian Reading
- Educational Psychologist: Our independent Educational Psychologist is Dr Anita Soni
- Beacon Behaviour Support Service: Our specialist teacher is Emma Shackleton
- Child & Adolescent Mental Health Service (CAMHS)
- Sensory Support Service to support pupils with hearing/visual Impairment: Our specialist teacher is Carolyn Hasler

- Physical Difficulties Support Service (PDSS) to support children with physical difficulties
- Social Services
- School Nurse
- A Local Authority Educational Psychologist is allocated to each school. In addition, Oasis Academy Hobmoor 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 extensive training related to SEND.

These have included sessions on:

- How to support pupils on the autistic spectrum through the AET training and standards, all staff tier 1 trained
- How to support pupils with behavioural difficulties.
- How to support children with sensory issues.
- How to support children working below age related expectations

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
- Lexia- a reading and spelling programme
- The Inclusion Leader 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?

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.

Facilities we have at present include:

- toilets adapted for disabled users.
- Double doors in all parts of the building.
- Lift access to all floors
- Ramps to access the main entrance and the playground

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.

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

Oasis Academy Hobmoor understands what a stressful time moving school can be. 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 a 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 Pastoral Team 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 Mike 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).

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 Tulloch, will meet all children coming into Reception classes who have not attended our Nursery.
- Where concerns are raised, Mrs Mike may meet with parents to discuss any concerns. In some circumstances individual arrangements may be made for starting school such as shorter hours.
- When a child has already been identified as having SEND in their nursery setting, Mrs Mike and Mrs Tulloch will visit the setting to

- 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.

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 Inclusion Leader.
- 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
- Termly SEN Review Meetings
- Appointments can be made to discuss concerns with Mrs Mike (Inclusion Leader), Mrs Hollis (Senior Learning Mentor), Mr King (Principal) or Mr Jones (Deputy Principal).
- Parents are invited to, and encouraged to attend, their child's annual 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 Mike the academy Inclusion Leader
- ❖ Mrs Hollis the Senior Learning Mentor
- ❖ Mr King the Academy Principal or Mr Jones the Deputy Principal

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

Telephone: 0121 675 3269

Where else can I receive support?

For the Birmingham **Local Authority Local Offer** please visit:

<https://www.localofferbirmingham.co.uk/>

If you are a parent of a child with Special Education Needs and feel like you need some further advice please contact the Local Authority Information Advice and Support Service (SENDIASS);

SENDIASS; Special Educational Needs and Disability Information Advice and Support Service Opening hours: 8:45am to 5pm, Monday to Friday.

Lancaster Circus
PO Box 16289
Birmingham
B2 2XN
Telephone: 0121 303 5004
Email: sendiass@birmingham.gov.uk

Autism West Midlands

Kings Norton Business Centre, Imperial Court, Sovereign Road, Kings Norton, B30 3ES
Helpline
0121 450 7575
Email
info@autismwestmidlands.org.uk

Forward Thinking Birmingham

Access Centre Number
0300 300 0099
Postal Address
5th Floor, 1 Printing House Street, Birmingham, B4 6DF
Access Centre operating hours
Monday - Friday: 9am - 5pm