



Oasis Academy Immingham Information Report 2019- 2020

HOW WE SUPPORT STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABLED STUDENTS OUR LOCAL OFFER

What is the Information Report?

This is a directory of all services available to support disabled students and students with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with SEND as well as the options available to support families who need additional help to care for their child.

How does the Academy know if a student needs extra help?

All teachers at Oasis Academy Immingham are responsible for identifying students with possible special educational needs. We are all teachers of SEND.

At Oasis Academy Immingham, we provide, where necessary, additional support for students who may have difficulties with

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health difficulties
4. Sensory and/or physical needs

We know when students need help if:

- concerns are raised by parents, teachers, teaching assistants or the student's previous school or there is less than expected progress
- attainment is below national expectation
- the attainment gap is widening between a student and his peers
- there is a change in the student's behaviour
- a student's attendance is poor
- a student asks for help

Regular meetings are held between the SEND leader and Pastoral leaders for each year group as well as Learning directors and Co-ordinators. These discuss students who are making less than expected progress,

as well as those presenting with attendance, behaviour or other social difficulties. Interventions are put in to place and reviewed on a regular basis.

There are weekly Teaching Assistant (TA) meetings where the progress of SEND students is discussed.

There are also KS4 progress meetings where SEND students are discussed. These meetings include key members of staff from the SEND team, Pastoral team, Middle Leaders and members of the leadership team.

During progress meetings students are identified for intervention and support (e.g. literacy, maths, social skills, and fine motor skills).

What should a parent do if they think their child may have special educational needs?

- Parents should contact their child’s Form Tutor, Pastoral Leader or ALT member in the first instance.
- If appropriate, the Tutor, Pastoral Leader or ALT member will raise their concerns with the SENCO, Mrs Sally Broadley.

How does the Academy support students?

- Parents are informed if their child is receiving additional support at parent teacher consultation meetings or via letter or telephone call.
- If a student has an Education, Health, and Care Plan, parents will receive full details of their child’s specific support and interventions regularly throughout the year. These plans are reviewed annually.
- The Academy sets students by ability, to ensure that less able students are taught in smaller classes with increased adult support.
- High quality teaching, differentiated for individual students, is the first step in responding to pupils who have or may have SEN.
- However, in spite of high quality, differentiated teaching, it may become clear that some students need increased levels of provision and support. We are able to offer the following:

| Provision | Details | Target students |
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| Teaching Assistant (TA) support | TA’s plan and deliver a range of interventions to support both academic learning and social/emotional development. | Access to these sessions is determined by individual needs and may be recommendations made by Outside Agencies |

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| In class support | Support the personalisation of lessons. Ensure that target students meet their lesson objectives. | Those with an EHC plan, where it is necessary in order |
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| from a TA | | to meet objectives. Other students with SEND who require additional staff support to meet lesson objectives. Support could be for multiple pupils within a class. |
| School Counsellor | Counselling students to give emotional and social support | Students displaying a wide range of emotional and social difficulties |
| Educational Psychology (EP) | An external Educational Psychologist that can observe and assess pupils for a range of learning and cognition difficulties as well as social, emotional and mental health concerns. | Students that have been assessed by the SENCO and have been identified as having a need that requires further investigation. An EP would also be involved in any EHCP applications. |
| Young Minds Matter (formally CAMHS) | Oasis Academy Immingham will refer directly to YMM who will help provide specialist interventions around Social, Emotional and Mental Health. | Students whose primary need lies within Social, Emotional and Mental Health (SEMH). These pupils may not yet be identified as SEND or may not have an EHCP . |
| Specialist Advisory Service | An external service provided at school to support students with a range of behavioural and learning needs. Students are referred to this service via school and support is directed by the service. | Students that are displaying difficulties in the classroom that are not improving with Quality First Teaching Strategies or other, in-school interventions. |
| Educational Team for Hearing and Vision (ETHV) | An external service to help support students with hearing and/or vision difficulties | Students identified with hearing and/or vision difficulties |

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| Barnardo's | An external service provided at school to support students with Autistic Spectrum Disorder (ASD) (or presenting with signs of ASD but no formal diagnosis), communication difficulties (including Speech and Language) and a parent/carer support service SENDIASS | Students with a diagnosis of ASD or presenting with signs of ASD but no formal diagnosis. Students with communication difficulties. Independent support service for parents/carers |
| Alternative provision (AP) | Specialist, off-site provision for students with marked emotional and behavioural difficulties. Short and long term placements. | Students with a high level of need, in particular those with behaviour, social, emotional and mental health difficulties. |

How is the curriculum matched to individual students' needs?

- Each student's learning is planned by their subject teachers; it is differentiated to ensure the student's individual needs are fully met. This may include additional focused support by the teacher or teaching assistant as part of teaching designed to maximise progress.
- Teaching Assistants (TA's) may be allocated to work with the student in a 1-1 or small focus group to target more specific needs.
- If appropriate, specialist resources may be given to the student e.g. writing slopes, coloured overlays, pen/pencils grips or easy to use scissors.

How will parents know how their child is doing?

- In years 7 -10 parents are formally invited to discuss their child's progress once a year. In year 11, parents are formally invited to the academy twice a year.
- Academic progress, attendance and behaviour information are sent home three times a year.
- Parents can request this information at any time by contacting the main school number.

How can the Academy help parents to support their child's learning?

- Subject teachers may suggest ways of supporting students' learning through direct contact with parents, through the pastoral team or at parents' evenings.
- The SEND leader or other member of the Inclusion team may meet with parents to discuss how to support their child, if this is appropriate.
- If outside agencies have been involved with a student they may provide ideas and suggestions that can be used at school and at home.

What support will there be for students' overall well-being?

- The school offers a range of pastoral and inclusion support for students who are experiencing emotional difficulties at any one time.
- Some students may attend a counselling programmes or individual mentoring run by key members of staff.
- Our Safeguarding team can also offer an Early Help Assessment which will identify areas of strength and development for the whole family.

Students with medical needs

- If a student has a medical need they will have an Individual Care Plan (ICP) which is compiled in consultation with parents and the Medical Officer. The plan is discussed with all staff that are involved with the student.
- All First Aiders receive regular Epi-pen, diabetes, and asthma training delivered by medical specialists.

- Where necessary and in agreement with parents, medicines are administered in school but only with signed parental consent and with medicines in the original packaging.
- We encourage parents and medical practitioners to share information and advice regarding the support school can offer.

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 specialised expertise.

The agencies used by the school include:

- Specialist Advisory Service (SAS)
- Educational Psychologist (EP)
- Young Minds Matter (YMM)
- Barnardo's
- SENDIASS
- School Counsellor
- School Nurse

What training are the staff supporting children and young people with SEND had or are having?

- Our SEND team have received wide-ranging and relevant training in Autism, ADHD, Dyslexia, Attachment Disorder Literacy, Numeracy and mental health and wellbeing.
- All academy staff receive regular training as well as local and national updates across all areas of SEND.

How will my child be included in activities outside the classroom including Educational Visits?

- All students are eligible to participate in activities, events and educational visits taking place in the academy and reasonable adjustments will be made to ensure they can participate.
- Risk assessments are carried out and procedures are put in place to enable all students to fully participate.

How accessible is the Academy environment?

The building is fully accessible to wheelchair users or for people with limited mobility.

How will the Academy prepare and support students when joining the Academy or transferring to a new provision?

We understand that changing schools can be stressful for some students and therefore we aim to make the transition process successful through:

- Before starting in September, Year 6 students visit the Academy for an induction day.
- Extra induction days or times will be arranged for students who are deemed to need them, to aid transition.
- The SEND leader will visit feeder primary schools to discuss students with special educational needs. The SEND leader and/or transition coordinator will also meet parents before their child starts at OAI.
- Students who join the academy mid-term will spend at least their first day off timetable where they will have a reading test and have a comprehensive tour of the building. If it is felt necessary a gradual transition into lessons will take place. When joining they will be allocated a buddy who is in the same form group. The buddy will help them during their first few weeks.
- To support a student leaving OAI to join another secondary school we ensure all relevant information is shared.
- During year 11, the SEND leader and her team will support students with SEN with applications for College, apprenticeships or employment opportunities. Where necessary, students will be accompanied on visits and supported during this important transition.

How are the Academy's resources allocated and matched to students' special educational needs?

- The Inclusion budget is allocated each financial year. The money is used to provide additional support and/or resources dependent on an individual or cohort's needs.
- The additional provision may be allocated after discussions at Inclusion meetings.
- For students with a high level of need we will apply for additional funding to help individual needs further.

How is the decision made about how much support a student will receive?

- There are weekly TA meetings where SEND students are discussed. There are also weekly Middle leader meetings where there is the opportunity to discuss SEND students.
- All students are discussed at regular Pastoral Meetings. Pastoral Leaders can then pass concerns to the SENCO.

How will parents/carers be involved in discussions about and planning for their child's education?

All parents/carers are encouraged to contribute to their child's education. This may be through:

- Discussions with class teachers
- During parent-teacher consultation evenings
- During discussions with Pastoral Leaders, the SEND leader or other professionals
- Completing parent surveys and parental view documents
- Ensuring that their child completes homework tasks to a high standard
- In the case of an EHCP application, parent views are gathered
- 'My Plans' are in place for all students on the SEND register but who don't have an EHCP. These are sent out to all parents to give them the opportunity to add their views. A parents evening is held specifically for parents/carers to come in and discuss the 'My Plans'.

Who can parents contact for further information?

- Parents can contact their child's form tutor or Pastoral Leader, in the first instance.
- If parents are concerned about a particular subject, they should contact the class teacher direct.
- Concerns regarding a students' specific SEND or
- New parents who wish to discuss a child's special educational needs should contact:

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