



Oasis Academy Blakenhale Infants SEND Information Report 2016/17

What are Special Educational Needs and Disabilities (SEND)?

At our Academy we use the definition of SEND from the SEND Code of Practice (2014). This states:

Special Educational needs: A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age.

Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010- that is a 'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

What should I do if I think my child may have SEND?

- In the first instance class teachers are the first point of contact for any concern regarding your child whether it be SEND or any other matter. Where necessary a class teacher will then take further advice from a member of the Inclusion team.
- Arrange to see Miss Volz by booking an appointment at the Infant Academy: 0121 783 3960

Inclusion Team

The Inclusion team at Oasis Academy Blakenhale Infants includes:

- **SENDCo Infants:** Miss Volz – hours of work as SENDCo are Wednesday morning, Thursday afternoon and Friday afternoon.
- **SEND Leader (Based at the Juniors):** Miss Speers – hours of work are from Monday to Thursday
- **Speech and Language Teaching Assistant (SALTA):** Mrs Bampton
- **Gross motor and Fine motor skills development:** Mrs Smith

Roles and responsibilities

Class teacher

He/she is responsible for:

- Providing a differentiated curriculum to meet the needs of all learners
- Ensuring that all children have access to good/outstanding teaching
- Identifying pupils with SEND so that early intervention can be implemented
- Liaising with parents and SENDCo
- Drawing up and implementing pupils individual target plans.
- Attending pupil review meetings.
- Planning for teaching assistants to work with the children as appropriate in small group work

SENDCo

The areas of responsibility for the SENDCo includes:

- The day to day running of the Academy's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising staff
- Maintaining the records of children with SEND
- Monitoring the progress of all pupils with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff, and liaising with external agencies
- Ensuring that the Academy's SEND policy is followed in classrooms

SALTA

Mrs Bampton supports children with speech and language difficulties as an intervention. She is guided by assessments from a speech and language therapist, who comes into the Academy fortnightly.



This is what happens at Oasis Academy Blakenhale Infants if your child is identified as having SEND:

- Identified children are discussed in a meeting between the class teacher and SENDCo
- In line with the graduated approach, a child may have a One Page Profile (OPP) written for them, as well as 3 specific academic targets
- A copy of the OPP and target sheets will be shared and reviewed at parent's evening
- Parents may be invited to further meetings with the Inclusion Team if appropriate
- If necessary, outside agency support may be sought to support a child who is identified with SEND

SEND Provision:

- ASD – Autistic Spectrum Disorder
- BSED – Behaviour Emotional Social
- SPLD – Specific Learning Difficulty e.g. dyslexia
- MLD – Moderate Learning Difficulty
- SLCN – Speech language Communication Need
- HI – Hearing Impairment
- VI – Visual Impairment
- PD – Physical Difficulty

We ensure that curriculum planning and assessment for children with SEND takes account of their level of need and the difficulties they experience when at school. We aim to involve children with SEND in all activities at school alongside children who do not have SEND, through good classroom management, routines and differentiated planning.

Types of support available for children with SEND in the Infant Academy	What would this mean for your child?	Who receives this support?
Class teacher input via Quality First Teaching	<ul style="list-style-type: none"> ➤ The teacher will have the highest possible expectations for your child and all pupils in their class. ➤ All teaching is based on building on what your child already knows, can do and can understand. ➤ Using a variety of teaching strategies so that your child is fully involved in learning in class. ➤ Putting in place specific strategies (which may be suggested by the SENDCo or staff from outside agencies) to enable your child to access the learning task. 	All children in the Academy receive this.
Specific small group work. This group may be ✓ taught in the classroom or outside. ✓ taught by a teacher or a teaching assistant who has	<ul style="list-style-type: none"> ➤ The teacher will plan group sessions for your child with targets to help your child to make more progress. ➤ A teaching assistant/teacher (or outside professional) will run these small group sessions using the teacher's plans, or a recommended programme. 	A child who has specific gaps in their understanding of a subject/area of learning and identified as

<p>had training to lead these groups. These are often called intervention groups by schools.</p>		<p>needing some extra support in the Academy.</p>
<p>Specialist groups run by outside agencies</p>	<ul style="list-style-type: none"> ➤ If your child has been identified as needing more specialist input, referrals will be made to outside agencies to advise and support the Academy in enabling your child to make progress. ➤ Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. ➤ Outside agency professionals will work with your child to understand their needs and make recommendations. 	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and Intervention groups.</p>
<p>Children with an Education and Health Care Plan (EHC)</p> <p>This means your child will have been identified through the plan as having a particularly high level of need.</p>	<ul style="list-style-type: none"> ➤ The Academy (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. ➤ After the Academy has sent in the request to the Local Authority they will decide whether your child's needs seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. ➤ After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and whether to write an EHC Plan. ➤ The EHC Plan will outline the type of support your child requires. It will also have long and short term goals for your child. ➤ The Academy will then look at resources available in the Academy, in communication with the Local Authority and parents to see what type of support is possible linked to resources available. 	<p>Children whose additional needs are severe, complex and lifelong.</p>

The Academy will allocate resources available to them linked to the needs of all children in the Academy. All resources, training and support are reviewed regularly and changes made as needed.

What specialist services are accessed to help my child in the Academy?

Sometimes it is important for us to work with specialist outside agencies to be able to provide the best support for your child. The agencies we work with include:

- Communication and Autism Team (CAT) worker
- Pupil and School Support (PSS)
- Speech and Language Therapy (SALT)
- Occupational Therapy
- School Nurse
- Community Paediatrician
- Educational Psychologist (EP)
- Child and Adolescent Mental Health Service (Known as Forward Thinking in Birmingham)
- Pines Outreach Service
- Hearing and Visual Impairment services
- Brays Physical Difficulties Support

If your child is going to be supported by one of these services, you will be informed and will be involved in the process. Reports and strategies that are suggested can be shared with you and your child if that is something you would find beneficial.

How will we measure the progress of your child in the Academy and how will you know about this?

- Your child's progress is continually monitored by their class teacher to see where they are improving and where further help could be of benefit to them.
- Their progress is reviewed formally every half term and their progress is rated against national expectations and age related expectations. If your child is not making the expected progress and they have SEND, they may be assessed against a slightly different criteria.
- Children with SEND may have a one page profile and academic target sheets, which will be reviewed with your involvement.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- You will be informed about your child's progress at parent's evening, or if you are concerned, you can book an appointment to speak to your child's teacher.

How are the adults in the Academy helped to work with children with SEND and what training do they have?

The Academy has a training plan for all staff to improve the teaching and learning of children, including those with SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. There are regular planning and assessment meetings.

Specifically, staff have received training on:

- Supporting children with English as an additional language
- Supporting children with ASD
- Most staff are Team Teach trained
- Training for TAs on delivering Precision teaching, WellComm and Lexia interventions

Miss Volz and Miss Speers have now completed their National Award for SENDCos at University.

How will we support your child when they are new to the Academy, leaving the Academy or moving on to another class?

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

On entry to the Academy:

- Parents and carers are invited to a meeting at the Academy so they know what to expect and are encouraged at this point to share any concerns with us
- Our Reception Leader will meet children who are new to our Reception classes. Where parents raise concerns, Miss Volz may meet with parents before their children begins with us to discuss these concerns further
- Children may be offered entry on a reduced timetable, working up to full time, if they are struggling and we feel it may be beneficial to them. If parents do not feel that a child is ready for full time education, you must inform the local authority to defer your child's place until they turn 5 years old.
- Extra visits can be made to new environment and photographs taken for the child if needed

When moving classes in the Academy:

- There are transition meetings within the Academy across all year groups and phases.
- Information will be passed on to the new class teacher and a meeting will take place with the new teacher. All OPPs and target sheets will be shared with the new teacher.
- Extra visits can be made to new environment and photographs taken for the child if needed

If your child is moving to another school:

- We will contact the new school's SENDCo and ensure they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

How will the Academy 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 their reading record book, through suggestions at parent's evening or by arranging a meeting with you
- Miss Volz may meet with you to discuss how to support your child. This will usually follow on from when a child is assessed by an outside agency
- If you would like additional work or ways to support your child, you are always welcome to speak to your child's class teacher

Any comments or suggestions about our Academy's SEND Information Report are greatly appreciated.

If you live in Birmingham and would like more information of what Birmingham offer as an authority please follow the link below:

www.mycareinbirmingham.org.uk

If you live in Birmingham and would like more information of what Birmingham offer as an authority please follow the link below:

<http://socialsolihull.org.uk/localoffer/>