

Special Educational Needs Information



Academy Blakenhale Infants is committed to meeting the needs of all pupils including those with special educational needs. Supported by the Local Authority, Oasis Academy Blakenhale Infants 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.

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

Most children experience a need for extra educational support throughout their school career.

This can be temporary or ongoing.

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 contact your child's teacher or the Special Educational Needs and Disabilities co-coordinator (SENDCo) Mrs J. Pope.

How will I know how Oasis Academy Blakenhale Infants is supporting my child?

At Oasis Academy Blakenhale Infants we believe in Open and honest communication We will explain everything to you and make sure you know what is happening The SENDCo 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.

- ❖ If a child is identified with a Special Education Need or Disability, the SENDCo and class teacher will meet with parents/carer's to discuss concerns and plan a pathway of support.
- ❖ A One Page profile will be created by the class teacher, parent/carer and child. Targets will be written according to assessments which highlight the barrier to the child's learning. The targets will be written to suit the pupil's individual needs. A copy of the targets will be given to parents. To achieve these targets, the child may receive additional general support by the teacher or teaching assistant in the classroom.
- ❖ If a pupil has needs related 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 the SENDCo to ensure the intervention is effective and the child is achieving accelerated progress

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

- ❖ At Oasis Academy Blakenhale Infants, teachers plan from children's levels differentiating work to closely match children's ability and learning needs.
- ❖ When a pupil has been identified with special needs their work will be further differentiated by the class teacher with support from the SENDCo 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 will I know how my child is doing?

- ❖ Class teachers are regularly available at the end of the academy day if parents/ carers wish to speak to them about their child.
- ❖ Parents can discuss their child's progress in more detail at Parents Evenings
- ❖ Additional appointments can be made to speak in more detail to the class teacher, SENDCo by visiting the school office.
- ❖ Parents/ carers are encouraged to attend Individual Review meetings which are held at the beginning of each term. Parents will be informed when these meetings are in writing or by phone call. A copy of your child's targets will also be sent home.

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

- ❖ Parent workshops which will show you how to support your child's learning at home will be held throughout the year
- ❖ The class teacher may suggest additional ways of supporting your child's learning through a note in the reading contact book, home learning book, at parents' evenings or by arranging a meeting with you.
- ❖ Mrs Pope (SENDCo) 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.
- ❖ Mrs Pope (SENDCo) may meet with you to discuss strategies if there are problems with a child's behaviour/emotional needs.
- ❖ Ideas can be exchanged with other parents at our Coffee morning.
- ❖ 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. One of the main ways this is addressed is through the THRIVE programme run by Mrs Gilmour (Trained THRIVE practitioner and Teaching assistant).

Areas covered in THRIVE include social skills, self-esteem, emotional wellbeing and anger management. Parents will also have the opportunity to take part in Family THRIVE to help them understand and support their child.

- ❖ Pupils who find lunchtimes a struggle will have individualised support put into place. If necessary a quiet eating area is provided.
- ❖ 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. Pupils with medical needs
- ❖ If a pupil has a medical need then a detailed Care Plan is compiled by Miss Barratt and Mrs Pope in consultation with parents/carers. These 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 a signed Medi-Careplan is in place. Occasional medicines may be given in some circumstances on discussion with the office staff and on completion of a medication form.
- ❖ Mrs Pope will run wellbeing groups targeting social skills.

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

Oasis Academy Blakenhale Infants is fortunate as we have a very experienced Speech and Language trained Teaching Assistant Mrs Bampton who works with children within the academy with Speech and language concerns.

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
- ❖ Child Protection Advisors
- ❖ Educational Psychologist
- ❖ Beacon Behaviour Support Service
- ❖ Child & Adolescent Mental Health Service (CAMHS)
- ❖ AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- ❖ PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment.
- ❖ Social Services
- ❖ School Nurse

Oasis Academy Blakenhale Infants 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 some training related to SEND. These have included sessions on:

- ❖ How to support pupils on the autistic spectrum through the AET training and standards
- ❖ How to support pupils with behavioural difficulties through Beacon support training.
- ❖ How to support children with sensory issues through the Communication and Autism Team

Teaching support staff have received additional training on:

- ❖ Precision teaching – a specialised reading programme.
- ❖ WellComm and Talk Boost language assessment – specialised speaking and listening programmes for children with communication issues

Mrs Pope (SENDCo) 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 asked if they would like to accompany their child during the activity in addition to the usual school staff.

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 SENDCo, 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 class teacher with support from the SENDCo
- ❖ Parents/carers will be notified if their child is receiving 1-1 or small group support outside of the classroom. 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 Pope the academy SENDCo
- ❖ Mr Clements the Deputy Principal
- ❖ Mrs Young Assistant Principal

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

Telephone: 0121 783 3960

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, you can speak to the Assistant Principal or Deputy Principal. 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

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