

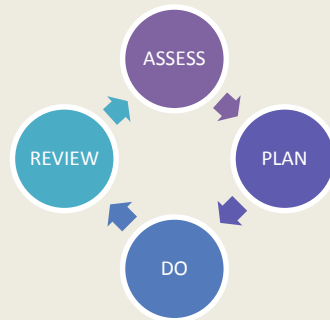
## The Local Offer & “Ordinarily Available” in Worcestershire Schools

### What is the local offer?

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 schools and colleges will support them, and what they can expect across the local settings.

Worcestershire Local offer <https://worcestershirelocaloffer.org.uk/>

The educational provision at Oasis Academy Warndon is planned to provide a broad and balanced curriculum for all of our children. We are constantly developing and improving the provision for all of our pupils by following a rigorous cycle of ‘*assess, plan, do, review*’. We ensure that we meet the individual , learning needs of all 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.



## Educational Inclusion at Oasis Academy Warndon

This document is intended to give you information regarding the ways in which we support our pupils, including those with SEND, to enable them to reach their full potential. Some of our strategies, skills and resources are listed, however, support is tailored to the individual child and provision is modified regularly.

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and responses

Every child receives first quality teaching within the classroom but for those pupils who may require further support, additional help may be provided through individual or group interventions with those pupils who have similar needs. Most children experience a need for extra educational support throughout their school career. This can be temporary or ongoing.

### Pupils need help when:

- ❖ concerns are raised by parents/carers, teachers, or the pupil’s previous school
- ❖ there is lack of progress
- ❖ there is a change in the pupil’s behaviour
- ❖ a pupil asks for help

### ***What should I do if I think my child may special educational needs?***

- ❖ Contact your child's class teacher
- ❖ Arrange to meet with Miss Tilley

### ***This is what happens at Oasis Academy Warndon if your child is identified as having special educational needs:***

- ❖ Identified children are discussed between the class teacher and the Inclusion Leader
- ❖ If a child is identified with a special education needs or disability an Individual Provision Plan (IPP) will be written by the class teacher and agreed by the Inclusion Leader.
- ❖ A copy of the IPP will be shared and discussed at parent's meetings each term
- ❖ Parents may be invited to further meetings with the Inclusion Leader to discuss additional issues as they arise

### ***SEND Provision at Oasis Academy Warndon:***

- ❖ ***ASD-Autistic Spectrum Disorder***
- ❖ ***SEMH-Social, Emotional and Mental Health***
- ❖ ***SPLD-Specific Learning Difficulty eg-Dyslexia***
- ❖ ***MLD-Moderate Learning Difficulty***
- ❖ ***SLCN-Speech Language Communication Need***
- ❖ ***HI- Hearing Impaired***
- ❖ ***VI-Visual Impairment***
- ❖ ***PD-Physical Difficulty***

Children may have special educational needs either throughout or at any time during their school career. We ensure that curriculum planning and assessment for children with special educational needs takes account and extent of the difficulty experienced by the child. We seek to integrate the children in all activities of the school alongside pupils who do not have SEN, as far as it is possible through classroom management, routines and differentiated planning.

For more information on each area of need please see Appendix Two

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

- ❖ At Oasis Academy Warndon, teachers plan for their class based on children's attainment levels and learning styles, 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 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 childrens' 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 OAW, 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
- ❖ The Principal and Assistant Principal / Inclusion Leader report regularly to the Academy Council.

### ***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
- ❖ Child Protection Advisors
- ❖ Educational Psychologist
- ❖ Behaviour Support Service
- ❖ Child & Adolescent Mental Health Service (CAMHS)
- ❖ Educational Welfare Officer
- ❖ Hearing and Visual Impairment Services
- ❖ Children Services
- ❖ School Nurse
- ❖ Community Paediatrician
- ❖ Learning Support Team
- ❖ Occupational Health Team
- ❖ Physical Disability Support Team

Parents are fully involved in this process and are invited to meet with appropriate professionals to share information prior to assessments. Reports and suggested strategies are shared with all parents and, where appropriate, the child themselves.

### ***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 the reading record book, at parents' evenings or by arranging a meeting with you.
- ❖ Miss Tilley (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.
- ❖ A drop in session every Monday morning from 9-9:30 am – No appointment required

### ***What support will there be for my child's overall well-being?***

The academy offers a wide variety of pastoral support for pupils who are encountering social, emotional and mental health difficulties.

These include:

- ❖ Our academy is committed to the Thrive programme which is designed to support the emotional health and well-being of all children. Our Principal and a growing number of staff are already trained practitioners and we have a designated Teaching Assistant who works with the most vulnerable children.  
Trained Teaching Assistants deliver wellbeing groups targeting social skills, self-esteem, emotional wellbeing and anger management.
- ❖ Pupils who find lunchtimes a struggle are supported by lunch time buddies and / or an experienced teaching assistant. If necessary a quiet eating area is provided.
- ❖ The academy regularly accesses support from an Educational Psychologist, Behaviour Support Services, Early Family Help and Improving Futures who are 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 Tilley/ Miss Burell 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. Medicines may be given in some circumstances on discussion with the office staff and on completion of a medication form.

### ***What training are the staff supporting children and young people with SEND having?***

The Academy has arranged training for:

- ❖ How to support pupils with a diagnosis of dyslexia.
- ❖ How to support pupils on the autistic spectrum.
- ❖ How to support pupils with behavioural difficulties.
- ❖ How to support children with sensory issues.
- ❖ How to support social and emotional well - being ( Thrive programme)

Teaching support staff have also received additional training on:

- ❖ Precision teaching – a specialised reading programme
- ❖ Rapid Reading
- ❖ Smart Moves
- ❖ Action Words
- ❖ Speech and Language awareness

### ***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 accessible is the school environment?***

As a 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.
- ❖ There is a lift and / or ramp access at entry points around the school
- ❖ Medical room

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

Oasis Academy Warndon understands what a stressful time moving schools can be. Therefore many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

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/Deputy Principal Miss Townsend, will meet all children coming into Nursery/Reception classes. Where concerns are raised, Miss Tilley (Inclusion Leader) may meet with parents to discuss any concerns. In some circumstances individual arrangements may be made for starting school such as shorter hours.
- ❖ 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.

Secondary transition:

- ❖ Miss Tilley and Mrs Peters 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. Miss Tilley (the Inclusion Leader) meets the SENCos from the secondary schools to pass on information regarding SEN pupils.
- ❖ Children attend a transition day or days 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).

### ***How are the school's resources allocated and matched to children's special educational needs?***

- ❖ The SEND 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 additional specialist support
- ❖ Pupil Premium is 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 SENCo.
- ❖ Parents/carers will be notified if their child is receiving 1-1 or small group support outside of the classroom. These intervention arrangements will also be shared with the child along with their specific targets.
- ❖ For detailed information with respect to the next tiers of support please see 'Criteria for School Support' document – Appendix 1.

***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
- ❖ Appointments made to discuss concerns with Miss Tilley (Inclusion Leader) Miss Hobson (Interim Principal).
- ❖ Weekly drop in session Monday 9-9:30 am -No appointment necessary

Parents are invited to, and encouraged to attend, their child's termly 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
- ❖ Miss Tilley the academy Inclusion Leader
- ❖ Miss Hobson the Interim Principal

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

Telephone: 01905 453530

***Any comments or suggestions about the academy's Local Offer are greatly appreciated.***