

Our offer- Oasis Academy Brislington

What the local offer is:

• The 'Local Offer' is information in one place about what help and support there is in the local area for children and young people with special educational needs or a disability (SEND) and the information is for parents, carers, children, young people and practitioners and professionals. Every local authority in England must produce their Local Offer by September 2014. It is part of the Special Educational Needs (SEN) reforms in the Children and Families Bill. The information provided by Bristol City Council includes:

- Education, health and social care services and support from birth to 25.
- Eligibility criteria for getting support from specialist services.
- Sources of information, advice and support about special educational needs and disabilities in their area.
- Arrangements for identifying and assessing children and young people's special educational needs and disabilities.
- How to ask for an education, health and care plan and the process.
- Training opportunities including apprenticeships.
- Travel arrangements to and from early year's settings, schools and post 16 education providers.
- Support to help children and young people's transitions between phases and into adulthood.
- Arrangements for making complaints, mediation and rights of appeal.

You can view the information available at this website address: <http://www.bristol.gov.uk/page/children-and-young-people/local-offer-send-support-our-plans>

Education

- Oasis Academy Brislington admits students from 11-16 years old in the main school and 11-18 in the Specialist Centres. Oasis Academy Brislington has a keen and dedicated staff team that is ambitious for its students and the wider community that it serves. Working with parents is a significant priority.
- Oasis Academy Brislington Specialist Centre caters for students from 11 – 18 years with Speech Language and Communication Needs, plus Physical Impairments and Autistic Spectrum, Disorder.
- We believe that all learners should be equally valued in college and strive to eliminate prejudice and discrimination through our ethos statement "Excellence as Standard".
- To ensure that our commitment to Inclusion is achieved we offer a wide variety of provision:

1. A Qualified SENCO
2. Training and guidance for staff
3. Support for Parents/Carers
4. Identified strategies and intervention groups
5. Teaching Assistants who are trained to respond to specific needs
6. Social Skills groups
7. Provision detailed in EHCPs
8. Behaviour Provision through the Academic Reintegration Centre (ARC)
9. 360° Year Team Managers
10. Partnership working with external agencies as appropriate
11. School Nurse

Questions from Parent/Carer's Point of View:

1. **How does the education setting know if children need extra help and what should I do if I think my child/young person may have special educational needs?**
 - During primary transition our SENCO and our Year 7 Student Progress Leader visits our feeder schools and meet with the SENCO in every school, to gather detailed information about a child/young person's special educational needs.
 - We receive and request detailed information from a child/young person's previous schools and educational settings.
 - All new year 7s are assessed so that an appropriate provision can be put in place, as are students that join us part way through an Academic year.
 - The progress of all students is monitored regularly by subject teachers and the Senior Leadership Team. There are bi weekly Inclusion meetings which are attended by the SENCO, the Student Progress Leader, and the 360° Team Manager and the Attendance officer, where any concerns are quickly dealt with by the appropriate member of staff. This will then be discussed with parent/carers and the student concerned.
 - If parent/carers have concerns about their child's progress or attainment, or think their child has SEND, they should make an appointment with our SENCO who will liaise with subject teachers where appropriate.
2. **How will education support my child?**
 - Our provision map shows the range of interventions in place in the Academy which may be used when we identify a need for additional support.
 - When need is identified parent/carers are informed of the planned support and invited in to a meeting at the school to discuss this further. If the student meets the criteria for SEND, the specific education and care support the student will receive will be outlined on a school recording system.

- We will monitor the progress of all students receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.
- The Academy Council is responsible for monitoring the effectiveness of the provision in place for students identified with SEND and they will receive a report from the SEND team on the progress of the students who have been identified.
- There are two Specialist Centres at the Academy that provide specific support for students with ASD and SLCN.

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

- All teachers are provided with individual SEND Profiles of all students with SEND so that they can differentiate the learning within our curriculum to ensure that all students are able to make progress.
- Differentiation is planned for all groups and individuals according to need: for example, for a student with a visual impairment, all resources used in every lesson will be modified /enlarged by a trained Teaching Assistant who liaises with all of the student's teachers.
- Oasis Academy Brislington's Senior Leadership Team and the SEND team are working to develop outstanding practice for all teachers across the academy to ensure quality first teaching is embedded in all phases of education.
- The Specialist Centre is based in two parts of the school. One is a stand-alone building at the entrance to the school. This building houses all Year 7 and Year 8 students in two classes and is based on ability and not age, a mixed Year 9, Year 10 & Year 11 class which is made up of lower level, (Entry Level) students, who need a more bespoke curriculum with a focus on Functional and Life Skills. In the main building, the Specialist Centre has a dedicated annexe which houses Year 9, Year 10, Year 11 and Post 16 students. Key Stage 4 students are all studying for GCSEs and equivalent courses.

4. **How will both you and I know how my child is doing and how will you help me to support my child's learning?**

- The progress of students with SEND will be assessed and reviewed in line with the Academy's assessment, reporting and recording policy. There are assessment points throughout the academic year and strengths as well as areas requiring further development will be identified for all students.
- This is the same for the Specialist Centres, with the addition that all students have track able targets e.g. IEPs which are updated 3 times per year in meetings with parents. Targets will be set for academic, physic, occupational therapy and interventions.
- Students within the Specialist Centres all have Element 1 & 2 plus Top Up above Band 2, which will be reviewed and applied for according to dates supplied by Local Authority.
- Where appropriate reports will be submitted by agencies working with individual students e.g. Speech and language therapists and Physio therapist, etc.
- Priorities for development for students requiring SEND support are discussed at Subject team meetings, Inclusion Panels, with the class teacher, with parent/ carer and student where appropriate.

- The SENCo will meet with support staff termly to discuss intervention priorities for individual students and groups to review monitoring of students.
- In the Specialist Centres, there is a Director of Centre who is responsible for student progress and is available to give advice and guidance to all staff teaching ASD.
- The SENCo will attend bi weekly Inclusion Panels to discuss ongoing concerns and to review progress, made by individual students.
- Parent/Carers receive three school reports every year and have the opportunity to attend one formal Parent's Evening where they can meet with all of their child's teachers. The SENCo is also available for consultation at Parent's Evenings.
- TA's who deliver interventions assess pupils on entry and exit and the data is analysed by the SENCo to check that all interventions are effective. Parent/carers are informed at the end of the intervention about the progress students have made. Where progress is not satisfactory other provisions will be offered.
- Students with a Statement of Special Educational Need or an Education, Health and Care Plan have an Annual Review which is attended by parents/carers, the SENCo and any relevant staff from outside agencies. The students' progress is discussed, reviewed and new targets are set to ensure advancement continues.

5. **What support will there be for my child's overall wellbeing?**

- The wellbeing of all of our students is a primary concern at Oasis Academy Brislington. They are supported with their social and emotional development throughout the school day, through Tutor time, the curriculum and extra-curricular activities.
- Additional support from specialist staff is arranged as needed for individual students, both in and out of the classroom; a tailored personal support plan may be put in place for students with the highest need; this could include a personalised timetable, access to the ARC, IBase or a fuller range of interventions.
- The Oasis Academy Brislington Behaviour Management Policy is based upon mutual respect and includes ensuring guidance on expectations, rewards and sanctions so that it is fully understood and followed by staff.
- At Oasis Academy Brislington we promote positive learning behaviours at all times. All staff are expected to model correct behaviour in all aspects of school life. We use the following strategies to promote good behaviour:
 - Praise for Effort
 - Certificates and public praise in assemblies for attainment or endeavour
 - Reward trips and events
 - Attendance certificates and prizes
- We regularly monitor attendance, support students returning to school after absence and take the necessary actions to prevent prolonged unauthorised absences.
- Relevant staff are trained to support medical needs. We have an Administration of Medicine Policy in place.
- Students' views are actively sought through the student leadership.

6. What specialist services and expertise are available at or accessed by the education setting?

All external partners we work with are vetted in terms of safeguarding and when buying in additional services (through Trading with Schools) we monitor the impact of any intervention against cost, to ensure a value for money service. External agencies include:

- Educational Psychologist (EPs)
- Physiotherapists (PTs)
- Occupational Therapists (OTs)
- Speech and Language Therapy
- Bristol Autism Team (BAT)
- Child and Mental Health Service (CAMHS)
- First Response, Early Help, Social Services and Community Police
- Visual and Sensory Impairment Team
- Hearing Impairment Team
- School Nurse/Dietician
- Counselling Service
- There is a Speech and Language therapist for the Specialist Centres, who comes in and delivers therapy to those who have Speech and language needs on their statement and to whole class groups.
- Other agencies work with the Specialist Centres and will provide services when required e.g. art, drama and music therapist will come into the centres to work with individual with identified needs.

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

- Continual Professional Development training is high priority at Oasis Academy Brislington. Teachers and TA's receive weekly professional development training on all aspects of their role, curriculum, behaviour management and meeting the needs of students with SEND.
- SEND specific professional development training to date has included:
 - Writing BSPs
 - Setting SMART targets
 - Identifying SEND versus Low academic ability
 - Differentiation
 - Learning Behaviours

- ASD
- Classroom best practice
- September 2014 New SEND Code of Practice 0 – 25
- Team Teach
- Manual Handling Training
- We regularly invest time and money in training our staff to improve Wave 1 provision for all students, to develop enhanced skills and knowledge to deliver Wave 2 (short term support interventions) and Wave 3 (individualised support and interventions).
- Staff in the Centres are all Team Teach trained (positive handling trained) and Manual Handling trained, with some staff trained to dispense Controlled Drugs. All staff are trained to deliver and understand the SEND of all students currently in the Centres.

8. How will my child be included in activities outside the classroom including school trips?

- Our Equality/Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.
- Where there are concerns regarding safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; parent/carers are always consulted and involved in this type of planning.
- Trained TA's in manual handling.
- Specialised school transport.
- In addition to the above, most students in the Specialist Centres travel to school by Local Authority transport. Communication numbers are kept for all the transport vehicles and staff will be made aware if transport is late or if there are any issue on transport. The Assistant Vice Principal (Director of Centre) liaises with the Local authority over any issues.
- Visits off site are frequent, as this is part of the life skills curriculum. There is a yearly agreement, signed by parents for students to access facilities within a 10 mile radius of the Specialist Centres to allow small continual visits to take place e.g. supermarkets and garden centres. Visits beyond this require a full visit pack, even if they are within 10 miles.
- Staff in the Specialist Centres are manual handle trained. All staff in the Specialist Centres are Team Teach Trained. All staff have Child Protection level 1 training.
- Risk assessments are written for all students who have been restrained and an Individual Behaviour Plan written to accompany this. There is a restraint book in which to record incidents where Team Teach is used and this is monitored by the Assistant Vice Principal. All students with Epilepsy have a risk assessment, in addition to a Health Care Plan. All students with Physical Impairments have a Health Care Plan written either by the school nurse or the physiotherapist.

9. How accessible is the education setting?

- Oasis Academy Brislington is fully wheelchair accessible and there are 20 disabled toilets across the school, 2 in every toilet block.

- There are 3 lifts available for use, one at each end of the building and one in the middle.
- There are specific car parking spaces at all of the entrances.
- We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.
- We monitor the language spoken by families in our setting and make use of translation sites.
- We endeavour to arrange for a translator to attend meetings when necessary.
- There is designated access parking space near the front entrance and in front of the Specialist KS4 Centre, this is also available to the main school. Within the Specialist Centre are 3 disability accessible toilets, with emergency pull cords, linked to SKANSKA central monitoring system. There are also changing facilities for students that need help with toileting and shower areas to help support cleaning of students when needed. All doors have a push switch which is electrically operated to allow wheelchair and K frame users to access rooms more easily. A hydro pool, is available for Physiotherapy to be delivered to students who have a physiotherapy program in place. There is a physiotherapy out patients clinic held twice per week and students with physio needs are on their lists. There is a physiotherapy delivery area attached to the hydro pool and the disability changing rooms. There is an electric hoist system in the ceiling to allow access to the hydro pool for wheelchair users. There is also a manual hoist for emergencies and for general toileting. All staff are Manual Handle trained. There is another manual hoist in one of the disabled toilets in the main school, for use by mainstream students and students accessing mainstream from the centres.
- There is an outside space in the form of a sensory garden, which allows the centres students to have an area for wheelchair and k frame users, where they will not be bumped into.
- The KS3 Specialist Centre has a separate building which was built in approx 2001, but was renovated during 2009, to make it ASD compliant. It has a lift to give disabled access to the upper floor and a ramp to give access to the front entrance. It has its own car park with designated disability spaces near the front entrance. There are three disabled toilets. The KS3 Centre has 4 classrooms and another 4 classrooms in the KS4 Centre. The KS3 Centre has 4 calming rooms, one of which is a sensory room and this allows students to have space to themselves and thus be able to return to their lessons after they have calmed or lowered their anxiety or de-stressed. The Centre delivers occupational therapy programmes to those who have the need on their statement and this in turn allows them to access learning. There is a separate playground as ASD students cannot manage unstructured times or lots of people.

10. How will the education setting prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?

- We have an induction programme in place for welcoming all new students.
- We have good relationships with our feeder primary schools; the SENCo and the Subject Progress Leader for Year 7 attends transition meetings to all feeder primary schools in Year 6, where we share information to support students' learning and well-being at transition.
- Personalised transition programmes are developed for students that will benefit from this additional support which includes additional visits and multi-professional meetings.

- In Year 11 all students have access to careers guidance and support and in making decisions around Post 16.
- Further support is provided as necessary for those students and families with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified students.

11. How are the education setting's resources allocated and matched to children's special educational needs?

- Our finances are monitored and audited regularly, both internally but the School Business Manager and we utilise resources to support the strategic aims of our setting as well as individual learner needs.
- We seek to ensure a 'value for money' service, therefore all interventions are costed and evaluated.
- Schools receive funding for all young people including those with SEND and time and resource needs are met within the budget.
- If the assessment of a student's needs identifies something that is significantly different to what is usually available, the Local Authority may contribute more funding via an application of Top-Up of the cost of meeting an individual child's needs exceeds £10,000 per year.
- Under the new SEND Code of Practice: 0 – 25 years, and Education Health Care Plan may identify that additional money is required.
- Parents and students views are sought regarding provisions and interventions.

12. How is the decision made about what type and how much support my child will receive?

- Quality First Teaching and Inclusive Practice (Wave 1) is clearly defined in our setting and we expect all staff to deliver this.
- Should additional (Wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff, the student and his or her parents/carers.
- Oasis Academy Brislington is committed to providing the best 'value for money' so the SEND and Wave Provision Map is reviewed and up-dated each term. This is in order to ensure that it reflects the most effective use of funds available in the SEND budget, pupil premium and higher needs funding in meeting our students' needs.
- Wave 2 and 3 interventions and TA interventions are monitored by the SENCo. The impact of these are analysed through termly data analysis, performance management meetings and during the SEND review cycle.
- Parents/carers are involved in these decisions through the Annual Review process.

13. How are parents involved in the educational setting?

- We are a student and community-centred school, therefore parents/carers will be involved in all decision making about their child's support.
- We work closely in partnership with parents/carers to support each young person's well-being, learning needs, progress and aspirations.
- Parent/carers are invited to become involved in school-life through a number of means. For example, becoming a governor, attending school events throughout the academic year.

14. Who can I contact for further information?

- In the first instance, parents/carers are encouraged to talk to their child's Tutor. For students with SEND, further information and support can be obtained from the school SENCo Mrs Julie Norris via the school reception on 0117 3772055 Ext 2085. For information regarding the two Specialist Centres please contact Miss A Bennett on 0117 3772055 Ext 2101