

Oasis Academy John Williams - SEND Policy - October 2021

OUR AIM

It is our ambition that students achieve their personal best.

We believe that all learners should be equally valued and work to eliminate prejudice and discrimination through our ethos statement which is 'Excellence as Standard' and develop an environment where all learners can reach their full potential, flourish and feel safe.

Our Academy focusses on aspirations and attainment through high quality teaching and learning and interventions.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of, different groups of learners including: -

- Those with social, emotional and mental health difficulties – SEMH
- Those who have communication and interactions difficulties – CI
- Those with Autistic Spectrum Disorders/Condition or Social Communication difficulties
- Those who have cognitive and general learning difficulties – CL
- Those with medical conditions
- Those with physical and sensory impairments – PD, VI, HI

All of these needs are assessed on an individual basis and are addressed as soon as they are identified either by a classroom teacher in liaison with the SENCo, Educational Psychologist, Speech Therapist, by a parent or through a multi-agency approach. Interventions are targeted to ensure that students make progress.

We aim to ensure that our commitment to inclusion is achieved.

OBJECTIVES

- To identify and meet the educational needs of our students.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To ensure quality of opportunity for, and eliminate prejudice against, young people labelled as having SEN or disabilities.
- To identify their needs as they arise and to provide support and interventions as early as possible.
- To ensure that young people move on from us well equipped in the basic skills of literacy, numeracy and social independence, and with suitable qualifications to meet the demands of adulthood using a multi-agency approach where necessary.
- To involve parent/carers at every stage in plans to meet their child's additional needs.
- To involve the students themselves in planning and in any decision making that affects them.
- To support students in identifying and applying for appropriate Post 16 choices.

Identifying Special Educational Needs

At Oasis Academy John Williams, we pride ourselves in identifying the needs of students by considering the needs of the whole child and not just their special educational needs.

Identification of the student's needs are undertaken in a number of ways including transition liaison with Primary schools and screening of Year 7 students in Term 1. From this data students are identified and appropriate interventions/support are implemented. Inclusion Panels meet regularly to discuss students who do not make expected levels of progress and also address the social and pastoral needs of the students and identify appropriate provisions to be put into place.

The decision about whether to make special educational provision is taken in several ways. Transition discussions with Primary SENCos is the first step, this identifies possible need through transition into Year 7 whether for pastoral support or academic. Students are then screened for reading. Once the initial cohort is identified further testing is undertaken to ensure that appropriate provision is put in place.

Broad areas of need – the Code of Practice states:

Communication and Interaction

'Children and young people with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.'

Classroom Teachers are supported by the SENCo through discussion and the use of Individual SEN Profiles to allow appropriately differentiated work, specific strategies and tasks which accommodate the learning needs of individuals with speech, language and communications difficulties. If the classroom teacher is unable to address the needs wholly within the classroom then Academy based interventions are implemented through Inclusion Meetings which include Year Team Managers, the Attendance Officer and the SENCo. If Academy based interventions do not support the needs of the individual, then the SENCo will seek to engage outside agency support such as Speech and Language or Educational Psychologist.

Autism Spectrum Disorder (ASD)

'Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.'

Cognition and Learning

‘Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.’

Specific Learning Difficulties (SLD)

‘Specific learning difficulties (SpLd), affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.’

Students who have a diagnosis SPLD, or who have been screened for SPLD tendencies are accommodated within mainstream lessons and their progress is monitored by the Literacy Intervention Manager. Students will be tested and offered an intervention programme that meets their individual needs. This will be delivered by the SENCo or a trained Teaching Assistant.

Social, Emotional and Mental Health Difficulties (SEMH)

‘Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.’

The Academy strives to support all students with SEMH difficulties through the SENCo, Year Team Managers and the Access Learning base. They work together to deliver group work around self-esteem and confidence and work with outside agencies on other programmes which support their work and that of the students in the Academy. The Academy SENCo will also liaise with Educational Psychologists and Child and Adolescent Mental Health Services.

The Academy has a clear Behaviour Policy to support students which sets out how disruptive behaviour is dealt with so that it does not adversely affect other pupils. This is monitored by the Senior Leadership Team and SENCo through the Inclusion Panel, Middle Leaders Meetings and Senior Leadership Meetings.

Sensory and/or Physical Needs

'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.'

Special Educational provision in schools

Classroom teachers are responsible and accountable for the progress and development of the students in their care and for differentiating work and language to accommodate their needs within their planning. Where this does not produce adequate progress due to an identified area of need additional support is put in place. Should this provision not meet their needs then advice is sought from outside agencies and professionals, Top Up funding is applied for and additional intervention strategies are utilised up to and including EHCP and possible change of provision from mainstream to Specialist Provision.

Criteria for exiting the SEN Register/Record

Students are removed from the SEND Register when no longer need provision which is 'additional to or different from' their peers and their needs can be met in the classroom.

Supporting Pupils and Families

Please refer to Bristol Local Authority local offer (Regulation 53, Part 4) for guidance on how the Academy needs to meet the needs of students. Please also refer to the SEN Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act.

The SENCo and the Year Team Managers can advise on other agencies who can support both students and their families.

Students with additional educational needs are considered for admission to the Academy on exactly the same basis as for those without additional educational needs. Prior to starting the Academy, parent/carers of young people with an EHCP will be invited to discuss the provision that is available to meet their educational needs.

Monitoring and Evaluation of SEND

SEND data is analysed to help us plan future provision.

The Assistant Vice Principal - Inclusion will meet with the SEND representative on the Academy Council to discuss Inclusion and current SEND issues.

Roles and Responsibilities

The Assistant Vice Principal – Inclusion	-	Andrea Rea
SEND Manager	-	Cathryn Munro

(For further information please see Appendix A)

Reviewing the policy

This policy will be reviewed annually or sooner if legislation affecting any aspect of this policy is revised by local or national government.

Accessibility

Oasis Academy John Williams is a single site Academy. There are disabled toilets in all areas of the building, which is itself wheelchair accessible. We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired students. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimized (part-carpeting, quiet areas) in most areas. The building reflects a passive supervision ethos where students and adults work alongside each other. Students requiring equipment due to an impairment will be assessed in order to gain the support that they require.

APPENDIX A

CONTINUUM OF PROVISION

Oasis Academy John Williams is committed to offering a continuum of provision so that whatever the degree or type of Special Education Need it can be met in an inclusive environment. The range of provision includes:

- Training and guidance for staff
- Support for parent/carers
- Identified strategies and groupings deployed by each faculty
- Year Team Managers and Teaching Assistants who are trained to respond to specific needs
- Targeted in class support by subject specialists and special needs teachers
- Small group intervention
- Social skills groups
- Access Learning base available during unstructured times
- Intensive literacy programmes
- Intensive numeracy programmes
- Provision detailed in student's statements/EHCPs
- Partnership working with external agencies as appropriate
- Access to health services through the School Nurse

Oasis' ethos is based on an overarching theme of Inclusion; welcoming, encouraging and enabling all to achieve their best whatever the challenges may be in doing so.

As an Academy we:

- Identify children with SEND (Special Educational Needs and Disabilities) and ensure provision is made in accordance with the SEND Code of Practice
- Have an appointed SENCo (Special Educational Needs Coordinator)
- Invest in whole Academy and targeted training for staff
- Ensure that teaching is inclusive and support practices are embedded throughout the Academy
- Ensure that all teachers understand that they are teachers of SEND
- Plan for transitions across all Key Stages

Our Provision

We do our very best to ensure that all students feel we comfortable, confident and challenged whilst studying with us. For students with Special Educational Needs we know that this means taking a different approach.

Our staff are all fully trained and have regular updated training on working with SEN students to help them reach their potential. We have special learning areas for students who require extra support, including an ASD centre.



Our Commitment to Equality

Equality and inclusion are at the heart of Oasis. We have a passion to include everyone and a deep desire to treat everyone equally. We accept others for who they are and respect differences.

The Academy's aim is to ensure that all its students achieve their full potential, regardless of differentiating needs. If a student has special educational needs or disability needs (SEND), the Academy will take every reasonable step to identify and meet them. Further information on the policy and provision for SEND can be obtained from the Academy. Students with SEND who do not have statements of special educational needs or an Educational Health Care Plan will be admitted on an equal basis with others in accordance with the Academy's admissions policy.

Who are the best people at the Academy to talk to about my child's Special Educational Need?

Our SENCo is Cathryn Munro. You can contact her either via the Academy address or by telephone or email.

Tel: 01275 894 680

Email: info@oasisjohnwilliams.org

She is available to talk to about any issues you may have regarding to the care and education of your child, including whether they may have a special education need, whether their needs are being met or anything in their learning plans.

Special educational needs and Inclusion at Oasis Academy John Williams

Oasis Community Learning believes that all children and young people should be equally valued and therefore will do all we can to promote equality of opportunity and outcomes, and to help develop a learning environment where all children and young people can flourish and feel safe. There will be access to a broad, balanced and relevant curriculum, with teaching and learning strategies that maximise achievement and prevent failure by removing barriers to learning and providing access to a wide range of learning challenges.

Special Educational needs provided for at Oasis Academy John Williams

Communication and Interaction

- Autism
- Asperger's Syndrome
- Speech and Language issues

Cognition and Learning

- Moderate Learning Difficulties
- Specific Learning Difficulties – Dyslexia, Dyspraxia, Dyscalculia

Social Emotional and Mental Health

- ADHD
- ADD
- Attachment Disorders

Sensory and Physical

All moderate but not visual impairments
Wheelchair users (including permanent users)

Inclusive admission arrangements at OAJW

OAJW is an inclusive Academy which educates students aged from 11 to 16 years. It is an exciting, creative learning community in which all students, regardless of academic ability develop their knowledge, skills and understanding in order to achieve their personal best.

OAJW is non-selective and open to students of all religious faiths and those of no faith. Admissions at Oasis Academy John Williams are co-ordinated under the Common Application Form via Bristol City Council.

If you are a parent or carer and wish to apply for a place at Oasis Academy John Williams for the following September, you will need to complete the Application Form via the Bristol City Council website. If you are seeking a place for your child at any other time during the academic year, you will need to contact the Academy directly. Our current Published Admission Number (PAN) for Year 7 is 160.

Please note: Children with Statements of Special Educational Needs or Education, Health and Care Plans (EHCP) follow the arrangements set out in the SEND Code of Practice: 0-25 years and associated regulations and are therefore not subject to the general admission arrangements. Where a school is named in a child's Statement of Special Educational Needs/ EHCP, the child will be allocated a place before the above criteria are applied.

The Academy was newly built in September 2010 and there is wheel chair access through all entrances and exits. There is a lift in each teaching wing and disabled toilets on every floor. All classrooms are fully accessible and wheelchair height desks, cookers and work surfaces have been fitted in specialist rooms.

Policies for identifying and assessing -young people with special educational needs

All students attending the Academy are tested on entry and then twice yearly for reading ability. This enables us to identify students that may need support or additional interventions.

Arrangements for consulting the parents of young people with special educational needs

Parents will be informed if their child is recognised as having special educational needs and requires intervention. Students are placed under the heading 'SEN Support' unless they have a Statement or EHCP. The following procedure will be followed:

- Parents will be informed in writing of any SEN and invited to contact the Special Educational Needs Manager with any questions.
- The student's teachers will be informed about specific needs and will be provided with strategies to support them.
- The SENCo places the student on the Special Educational Needs Register.
- Any TA working with the student in class will monitor progress and the impact of different strategies. Records of this monitoring will be kept in the TA file.
- The SENCo monitors progress.
- If further specialist advice is required, the SENCo will contact the parent/carer to recommend a referral to an outside agency.
- The SEN Leadership team will be available at 3 additional points in the year to meet with SEN students and their parents/carers.

Arrangements for consulting young people with special education needs

Students with Education, Health and Care Plans have an opportunity to give their voice at meetings and reviews. They will also be invited to attend reviews. Some students choose not to attend meetings and every effort is made to gain their views prior to the meeting.

Arrangements for assessing and reviewing progress

The progress of students with SEND is assessed and reviewed in line with the academy assessment, reporting and recording policy. There are assessment points throughout the academic year and strengths as well as areas requiring further development are identified for all students.

The SEN Leadership are available to provide specialist advice to class teachers on students' needs and strategies.

The SENCo analyses the data of all students on the SEN Register to inform any further SEN intervention.

The SEN Leadership attend Inclusion Panels in order to be fully informed regarding students' progress and to discuss any future interventions.

Parents/carers receive one full school report every year and have the opportunity to attend one Parents' Evening where they can meet all their child's teachers. The SENCo is also available for consultation at Parents' Evenings.

TAs who deliver interventions assess students on entry and exit and the data is analysed by the SENCo to check that all interventions are effective. Parents/carers are informed at the end of interventions about the progress students have made.

Students with an Education, Health and Care Plan have an Annual Review which is attended by parents/carers and any relevant staff from outside agencies. The student's progress is discussed, reviewed and new targets are set to ensure on-going progress.

Arrangements for transition between different phases of education and preparation for adulthood

All students entering the Academy in Year 7 have an induction day in the summer term preceding their arrival. In addition to this, the SENCo, where possible, discusses identified SEN children with the class teacher and/or SENCo. When students have more complex needs, it may be necessary for them to have a transition package, including an additional transition day. This is discussed with the student's primary school and parents/carers ahead of time and is personalised to the needs of the students. Transition to Post 16 education will be supported by a Deputy SEN Manager who will work with the child to identify appropriate colleges and courses, communicating with the SEN Leads in the college to ensure appropriate support.

From Year 9 onwards, it is important to plan ahead for adult life and this focus will be included in annual reviews. All students receive CEIAG (Careers Education, Information, Advice and Guidance) and PSHE (Personal, Social and Health education) during Learning Mentor sessions during which they will also explore different aspects of adult life, such as opening and managing a bank account, planning a budget or a weeks menu.

The approach to teaching young people with special educational needs

The Academy is fully inclusive and teachers receive regular training to be able to meet the needs of all learners. Classes are generally set by ability although there are mixed ability classes in more creative, expressive subjects. Students will not generally be in the same set across all subjects unless this is the best provision for them.

All teachers at Oasis Academy John Williams have up to date information such as prior attainment, reading ages and SEND status. They use this information intentionally to meet the needs of all learners.

Adaptations to curriculum and environment

The Academy is wheelchair compatible. As the building is new Art and Food rooms were planned for wheelchair users and are fully accessible to students with a variety of physical needs.

All students attend mainstream classes for the majority of their time but will be withdrawn from some lessons for specific short-term interventions.

Members of support staff deliver interventions devised by professionals such as:

- Speech and Language Therapy programmes
- A range of literacy interventions
- A range of numeracy interventions
- Social and communication skills
- Emotional literacy

Expertise and training of staff to support young people with special educational needs

Continual Professional Development is very important at Oasis Academy John Williams. Teachers receive weekly training regularly on all aspects of their role, including meeting the needs of students with special educational needs. Training will reflect the needs of the students in the Academy at the time and in terms of Special Educational Needs has included:

- Deaf learners
- Dyslexia
- ASD
- ADHD and ADD
- Identifying SEND versus Low academic ability
- Moderate Learning
- ASD
- Quality First Teaching

Evaluation of the effectiveness of the provision

The effectiveness of interventions is monitored by the SENCo Manager. The impact of all interventions are analysed through termly data which compares students' performance on entry and exit.

Inclusion in activities with other young people

The Academy is fully inclusive and students with special educational needs are taught in mainstream classes. Where appropriate, students are withdrawn to an intervention lesson.

Students with SEND are encouraged to participate fully in all aspects of school life including involvement in our Period 6 provision (Enrichment, Extension and Intervention).

Students with special educational needs have the same opportunities as other students to participate in trips and activities, but occasionally special provision in the form of individual risk assessments or personalised arrangements will be made for the more vulnerable individuals.

The open-plan layout of the Academy grounds and dining area means that students can eat lunch and socialise together in mixed year groups. The layout of the Academy means that students eat together in the atrium although the Learning Support area is also open daily for students who prefer a quieter environment where they can sit and eat their lunch around a big table and play games, chat and access support for homework. This provision is open to all students who need a quieter space not just those on the SEND register.

Support for improving emotional and social development

The Special Educational Needs department offers a number of interventions to support the social and emotional development of students. These interventions usually last one hour and run for six or twelve consecutive weeks and are offered when needed. Students generally attend in small groups but we occasionally run one to one interventions when required. The interventions target a number of key aspects of emotional and social development such as:

- resilience
- conflict resolution
- developing friendship
- anger management
- self-esteem
- self confidence
- SEAL (Social, Emotional Aspects of Learning)
- anxiety
- self-awareness

Further interventions such as restorative justice, learning to learn and specific behaviour input are also available through our team of year managers. All interventions are discussed by a multi-discipline team and allocated at Inclusion Panels.

Involvement of external agencies and organisation

The Academy regularly seeks professional advice and guidance from external agencies such as:

- Bristol Autism Team (BAT)
- CAMHS
- Community Paediatricians
- Early Help
- Educational Psychology Service
- First Response
- Occupational Therapy Services
- Physiotherapy Services
- School Nursing Service
- Social Care
- Speech and Language Therapy Services

The SENCo is the point of contact for all other outside agencies involved in students' education, health and care.

Arrangements for handling complaints from parents

The Academy has a clear policy for handling complaints which can be found on our website.

Useful Links

Click on the hyper-links to go directly to the websites:

Findability is aimed at families with children with disabilities and special needs, it is a directory of events, services, community and voluntary organisations, clubs and groups in Bristol, Bath & North East Somerset and South Gloucestershire, with a huge amount of disability-relevant listings. There is also a blog to keep visitors up to date with key news and a resources section for links to other sites.

<http://www.bristol.gov.uk/localoffer>

Disability Grants

[Disability Grants](#)

Do you have a Disability? Are you a parent or carer of a Disabled child or adult? This site is your easy guide to Grants for the Disabled.



[Let's Go! Bristol](#)

NEW transport scheme to help parent carers living in Bristol who have children with disabilities, special needs and life-limiting conditions (SEND).



Department
for Education

[Department for Education](#)

The Department for Education was formed on 12 May 2010 and is responsible for education and children's services.



[Department of Health](#)

Helps people live better for longer. Lead and fund health care in England, ensure people have the support and treatment they need, with the compassion, respect and dignity they deserve.



[The Council for Disabled Children](#)

The Council for Disabled Children (CDC) is the umbrella body for the disabled children's sector in England.



[Contact a Family](#)

Contact a Family is the only national charity that exists to support the families of disabled children whatever their condition or disability.

Opportunities for parents and carers of disabled children to work with local authorities, education and health services to ensure the services they deliver meet needs of disabled children and families.



[Early Support](#)

Aims to improve delivery of services for disabled children, young people and their families. Enables services and practitioners to work in partnership with those they support.



[National Parent Partnership Network](#)

Offer advice and support to parents and carers of children and young people with special educational needs. They are statutory services so there has to be one in every local authority.



[Preparing for Adulthood](#)

A two year programme. Part of the delivery support for 'Support and aspiration: A new approach to special educational needs and disability' green paper.



helps children
communicate
REGISTERED CHARITY 210031

[I CAN](#)

I CAN is a children's communication charity. I CAN's mission is to ensure that no child who struggles to communicate is left out or left behind.



[BOND](#)

BOND (Better Outcomes, New Delivery) is a two year sector led programme that will help to deliver early intervention mental health support to children and young people.



[Young Minds](#)

Young Minds in schools aim to improve outcomes for young people with behavioural, emotional and social difficulties.



[Achievement for All](#)

Supports schools to improve access and achievement of learners and young people.



[Bristol Shared Lives Project](#)

Shared Lives is where an approved carer shares their home and family life with a vulnerable person. This worthwhile project now includes younger people.



ERIC

ERIC is the UK's leading childhood continence charity. We work to improve the quality of life of children, young people and families in the UK who suffer from the consequences of childhood continence problems.

NHS Bristol

The [Community Children's Health Partnership](#) provides the community health services in Bristol including children's therapists, and leads to other North Bristol NHS Trust sites.

The [Child and Family Consultation Services \(CAMHS\)](#) have useful websites for children's mental health and emotional well-being.

[Bristol's Royal Children's Hospital's site](#), which also leads to all other hospital sites.

The NHS has produced a child-friendly leaflet to help children to understand and cope with [going in to hospital](#).

They also have a guide for patients, parents and carers called [My Hospital Passport](#). The aim of this 'passport' is to provide hospital staff with information about disabled children during their visits to hospital.

Disability Grants

A new [disability grants website](#) to help disabled people and their carers save time finding disability grants.

[The FASD Trust](#) run regular parent support sessions and professional training events around the UK.

Autism Friendly Cinema screenings - Dimensions offer Autism Friendly Film screenings in partnership with [Cineworld](#), [ODEON](#) and [Vue](#) Cinemas.

Parents' Caring Role

The NHS has help and advice for Parent Carers [here](#).

The Care Forum's [Well Aware directory](#) lists useful organisations for specific conditions A-Z, and much more.

Schools

[School Finder](#) allows parents to search for schools in Bristol – both special schools and mainstream ones.

Sport

[Disability Sport](#) lists a range of organisations providing disabled sports activities and clubs.

Childcare

[Search Childcare](#) allows parents to search for childcare local to them in Bristol – for advice on how to meet the needs of your child, contact [1 Big Database](#).

Transitions (from 14+ to adulthood)

Bristol's Transitions Information Service has [downloadable pdfs](#) of booklets that help young people and parent carers to plan for different aspects of the transitions.

NCB

www.ncb.org.uk will be hosting a number of providers of support to Early Years disability programmes.

Impact

As the delivery partner for short breaks, [Impact](#) is working with all 152 local authorities in England to embed and sustain short breaks for disabled children and their parents and carers.

Preparing for Adulthood

[Preparing for Adulthood](#) is a programme that aims to support young people into adulthood with paid employment, good health, independent living and community inclusion.

Local Provider

The mission of [Bristol Black Carers](#) is to improve the status, support provision and advocacy available to Black and minority ethnic carers in the Bristol area.

Local SEN Advice

[Supportive Parents](#) is a charity providing information and support to families of children with any type of special educational need (SEN) from 0-19 years in Bristol, North Somerset and South Gloucestershire.

Local Provider

The [Carers' Support Centre](#) provides support, information and advice to carers of any age living in the Bristol and South Gloucestershire areas.

National Website Transitions

The [Transition Information Network](#) (TIN) is an alliance of organisations and individuals who come together with one common aim; to improve disabled young people's experience of transition to adulthood.

National Website

[NCB](#) is the leading national charity which supports children, young people and families and those who work with them.

National EDCM

[Every Disabled Child Matters](#) (EDCM) is the campaign to get rights and justice for every disabled child.

National Website

[The Council for Disabled Children](#) (CDC) is the umbrella body for the disabled children's sector in England, with links to other UK nations.

Counselling for Carers

Download this helpful [leaflet](#) from The Carers' Support Centre, containing helpful info on 'talking therapy' for carers.

The Local Offer - Oasis Academy John Williams - October 2021

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.

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 years 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: <https://www.bristol.gov.uk/localoffer>

Education:

- Oasis Academy John Williams is an eight form entry secondary Academy that admits students from 11 -16 years old. The Academy has a keen and dedicated staff team that is ambitious for its students and the wider community it serves. There is a strong ethos of care and belief in transformation. Working effectively with parents is a significant priority.
- Our ethos and values are grounded in the belief that students' social and emotional well-being are as equally important as academic subjects. Every student needs to feel that he or she belongs, that each individual matters, and that all students and adults are valued for their unique qualities. This will also ensure they make the best academic progress possible. <http://www.oasisacademyjohnwilliams.org/>
- In order to fulfil our ethos and values our provision includes:
 - A qualified SENCo
 - A full time SEN Deputy Manager
 - A Literacy and a Numeracy Intervention Manager

- A Pastoral Team made up of Year Team Managers, Raising Standard Leaders and Learning Mentors
 - Staff have additional training and experience in teaching and supporting students with Attachment Disorders, ASD, ADHD, ADD, Dyslexia, Dyspraxia, behavioural difficulties, Speech and Language disorders, ODD, and Hearing Impairment.
 - Targeted mentoring programmes during, before and after the Academy day (including lunchtimes)
 - A team of Teaching Assistants delivering interventions
 - Effective professional relationships with outside agencies
 - Use of Restorative Justice, as a whole Academy approach, to create a harmonious learning environment where students are able to self-regulate their own behaviour and learning.
- The Academy is wheelchair compatible and members of support staff deliver interventions devised by professionals such as:
 - Speech and Language Therapy programmes

Preparation for Adulthood:

- We believe it is vitally important to plan ahead for future adult life and this focus is introduced early on in the Academy. This process is implemented in the following ways:
 - Ensuring that families of students with SEND understand that with the right support they will be able to find work, be supported to live independently and participate positively in their community
 - We support all our students to develop friendships and to engage in a broad range of activities and experiences in different social groups
 - Students with SEND participate fully in the life of the Academy and the wider community
- Preparations for adulthood are encouraged in the following areas:
 - **Support to prepare for future education or employment** – developing our students’ awareness of their strengths as well as areas for development, increasing topic of interest, encouraging emotional resilience and a love of learning
 - **Support to prepare for independent living** – refining our students’ self-help skills, daily living proficiencies and independence
 - **Support for maintaining good health in adult life** – increasing our students’ knowledge and understanding of managing personal care, taking pride in one’s own appearance, learning about healthy eating and disease protection
 - **Support in participating in society** – learning about the wider community and participating of charitable enterprises and fundraising opportunities including: Productions, Carol Services and Sports Matches.
 - **Support to investigate** appropriate Post 16 provision and courses.

Questions from a Parent/Carer's Point of View:

1. How does the Academy know if children need extra help and what should I do if I think my child/young person may have special educational needs?

We request detailed information from students' previous schools and educational settings.

- The progress of all students is monitored regularly by subject teachers and the Senior Leadership Team, so that when a student is not making expected progress in a particular area of learning, including emotional development, the Academy can quickly identify the need for additional support. This will then be discussed with parents/carers and the student concerned
- If parents/carers have concerns about the progress or attainment of their child, or think their child has SEND, they should make an appointment to speak to the SENCo to discuss their concerns, who will then liaise with subject teachers as appropriate. The Academy will look into the concerns, share what is discovered and agree with parents/carers what will happen next. See the OAJW website for more details. All procedures are in line with the Special Educational Needs and Disability Code of Practice: 0-25 years, 2014.

2. How will the Academy support my child?

- We have a range of interventions in place in the Academy which may be used when we identify a need for additional support.
- When the Academy identifies the need for additional intervention to enable a student to make expected progress, the parents/carers will be informed of the planned support. Students with medical or dietary needs will have a Health Care Plan (HCP) and those with emotional, social or mental health needs will have a Behaviour Support Plan (BSP).
- We will monitor the progress of all students receiving additional support to ensure that the provision we have put in place is having an impact.
- 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 SENCo on the progress of students with SEND.

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

- All teachers are provided with information on the needs of individual students so that they can plan the learning within our curriculum to ensure that all students are able to make progress.
- Differentiation is planned for groups and individuals according to need.
- The Academy Senior Leadership Team and Curriculum Directors are continually working to develop the outstanding practice of all teachers across the Academy to ensure quality first teaching is embedded in all teaching and learning.

4. How is my child's progress measured and how will you help me to support my child's learning?

- The progress of students with SEND is assessed and reviewed in line with the Academy assessment, reporting and recording policy. There are assessment points throughout the academic year and strengths as well as areas requiring further development are identified for all students.
- Priorities for development for students requiring SEN Support are discussed at an initial meeting between the SENCo, TAs and class teachers. These are implemented over 12-14 week period.
- The SEN Leadership is available to all teachers for advice and guidance in meeting the needs of students.
- The SEN Leadership meets with support staff regularly to discuss intervention priorities for individual students and groups and to review monitoring at the end of each full term.
- The SEN Leadership attend weekly Inclusion Panels to discuss ongoing concerns and to review progress made by individual students.
- Parents/carers receive one full school report every year and have the opportunity to attend one formal Parents' Evening where they can meet all their child's teachers. The SENCo is also available for consultation at Parents' Evenings.
- TAs who deliver interventions assess students on entry and exit and the data is analysed by the SEN Leadership to check that all interventions are effective. Parents/carers are informed at the end of interventions about the progress students have made.
- Students with an Education, Health and Care Plan (EHCP) have an Annual Review which is attended by parents/carers, student 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 well-being of all of our students is a primary concern at Oasis Academy John Williams. They are supported with their social and emotional development throughout the Academy day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and Citizenship are taught through subjects such as Ethics and Philosophy. Social and Emotional Aspect of Learning interventions are offered to students who need additional support in this area.
- Additional support from specialist staff is arranged as needed for individual students, both in and out of the classroom; a tailored personal plan may be put in place for students with the highest need; this could include a personalised timetable or a fuller range of interventions.
- Our Academy Behaviour Management Policy is based upon mutual respects and includes ensuring guidance on expectations, rewards and sanctions so that it is fully understood and followed by all staff.
- The following behaviours are actively encouraged by all staff:
 - Good manners
 - Moving sensibly around the Academy building

- Welcoming visitors to the Academy
- Showing respect for others, the Academy building, Academy resources and personal property
- Showing self-control

- Showing good working habits and a positive attitude towards learning
- Perseverance and resilience
- Following the three Academy rules: Work Hard, Look Smart, Be Nice

- At Oasis Academy John Williams, we promote positive learning behaviour at all times. All staff are expected to model correct behaviour in all aspects of Academy 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 the Academy 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 School Council, questionnaires and SEND support review processes.

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 we monitor the impact of any intervention against cost, to ensure a value for money service. External agencies include:
 - Educational Psychology (EPS)
 - Bristol Autism Team (BAT)
 - Speech and Language Therapy (SALT)
 - Physical and Sensory Support Service (PSSS), which includes Hearing Impaired Service (HI) and Visually Impaired Service (VI)
 - Occupational Therapy (OT)
 - Physiotherapy (PT)
 - Child and Adolescent Mental Health (CAMHS); Behaviour Clinic, other health professionals
 - We work with First Response, Early Help, Social Services and Community Police

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

- Continual Professional Development training is a high priority at Oasis Academy John Williams. Teachers and TAs receive regular professional development training on all aspects of their role, curriculum, behaviour management and meeting the needs of students with special educational needs and disabilities.

- SEND specific/ relevant professional development training to date has included:
 - Identifying SEND
 - Differentiation
 - Learning behaviours
 - ASD
 - Classroom best practise
 - Quality First Teaching

- We regularly invest time and money in training our staff to improve classroom provision for all students, to develop enhanced skills and knowledge to deliver interventions.

8. How will my child be included in activities outside the classroom including Academy 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 for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; parents/carers are always consulted and involved in this type of planning.

9. How accessible is the education setting?

- Oasis Academy John Williams is fully wheelchair accessible and disabled toilets are available on every floor.
- We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.
- We monitor the languages spoken by families in our settings and make use of translation sites and direct work with parents/carers.
- We endeavour to arrange for a translator to attend meetings when necessary

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 to the Academy.

- We have very good relationships with our feeder primary schools; we share information to support students' learning and well-being at transition.
- Personalised transition programmes are developed for children that will benefit from this additional support which include transition photo albums, additional visits and multi professional meetings.
- In Year 11 all students have access to guidance and support 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 Academy's resources allocated and matched to children's special educational needs?

- Our finances are monitored and audited regularly, both internally by the School Business Manager and externally via the Academy Council 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 SEN and Disabilities and time and resource needs are met within this 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.
- Under the new SEND Code of Practice: 0-25 years, an Education Health Care Plan may identify that additional money is required to meet a child's needs.
- Parents/carers will have a say in how this is used and you will be informed and supported if this means you are eligible for a personal budget. This finance must be used to fund the agreed action plan.

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

- Quality First Teaching and Inclusive Practice is clearly defined in our setting and we expect all staff to deliver this.
- Should additional support be required, this is undertaken after consultation with the relevant staff, the student and his or her parents/carers.
- The Academy is committed to providing the best 'value for money' so the SEND and a 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.
- 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.

- All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates with the Vice Principal.

13. How are parents/carers involved in the education setting? How can I be involved?

- We are a student and community-centred Academy, so 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.
- Parents/carers are invited to become involved in Academy life through a number of means. For example, the Parent Council, becoming part of the Academy Council, volunteering and on-going invitations to Academy events throughout the academic year.
- The Academy Council plays a vital role in the governance and accountability of Oasis Academy John Williams. It comprises members of the local community and a representative from the local authority, acting as a 'critical friend' on issues of attainment and performance. It is also very involved in ensuring the development of a thriving and holistic community hub. We hold elections for parent/carer representatives on the Academy Council during the Autumn Term.

14. Who can I contact for further information?

- In the first instance, parents/carers are encouraged to talk to their child's Learning Mentor. For students with SEND, further information and support can be obtained from the SENCo via the Academy telephone on 01275 894680 or at info@oasisjohnwilliams.org