

### 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/policies-plans-strategies/the-local-offer-findability>

### 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 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 or supporting in classrooms across the Academy
  - 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:
    - Physiotherapy programmes
    - Occupational therapy programmes
    - 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 SEN Manager 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 4 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 SEN Leadership, 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 SEN Manager 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 (through Trading with Schools) 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 SEN Manager. 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 SEN Manager oversees all additional support and regularly shares updates with the 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 SEN Manager via the Academy telephone on 01275 894680 or at [info@oasisjohnwilliams.org](mailto:info@oasisjohnwilliams.org)