

Local Offer and SEN Information

The aim at Oxley Park Academy is that all children will achieve their full potential both academically and socially.

Quality first teaching is paramount to ensure we fulfil this aim for our children.

For some children, however, it is necessary to provide additional support and/or resources to enable them to achieve their targets in school.

This has been produced to answer questions you may have about the special educational support (SEN) that is being provided to help your child in school.

Mrs Juliette Phillips – personalisation manager

I am responsible for the co-ordination of Special Educational Needs throughout the School.

It is my job to ensure that, as a school, we are following the Code of Practice as well as ensuring all practice in school is in line with our Special Educational Needs Policy. I also liaise regularly with staff to ensure that children are given the most appropriate support/resources for their individual needs. A large part of my role is to work closely with external agencies (see section below) to gain specialist advice and support for individual children. I also ensure that any requests for information on individual children are passed onto the relevant agencies and that parents are kept fully informed of this.

1. How does Oxley Park Academy know if a child (children) need(s) extra help?

- Liaison with your child's previous school /early years setting
- Concerns raised by parents/carers
- Concerns raised by your child's class teacher or school personalisation manager
- Concerns raised due to behavioural difficulties or poor self- esteem which is effecting performance
- Liaison with external professional (eg speech and language therapist)
- A medical diagnosis
- there is a lack of progress;
- there is a change in the pupil's behaviour which impacts on learning;

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

If you have any concern regarding your child's progress or well-being then please arrange to meet your child's class teacher to discuss your concerns who will direct you to Mrs Phillips (personalisation manager) if this is needed.

2. How will I know how Oxley Park Academy supports my child?

You will be kept informed about your child's progress and their support in the following ways:

- The class teacher will have overall responsibility for the planning and teaching of the curriculum for all children which is monitored by senior leaders throughout the School.
- Should your child require additional support they may be included in a focus group. This may be run by the class teacher or a teaching assistant and this will take place within the classroom wherever possible. Sometimes it may be necessary for your child to work out of the classroom in a quiet area close by.
- Specific planned interventions may be provided for your child in consultation with the Personalisation Manager. All interventions for a class will be recorded on a class provision map and for children who receive support at they will receive Personal Target plan to show the support they are currently receiving in school. These will be shared with you three times a year and will have some targets for you to work on at home. If you have any queries regarding the Personal Target plan map please do not hesitate to contact the class teacher in the first instance and then the Inclusion Manager.
- Occasionally a child or family may need specialist support from an outside agency and as a result may be chosen for discussion at our Joint planning meeting. These meetings are held twice a year and are an opportunity for the school to seek advice and support from external agencies such as Behaviour specialist teacher, Speech and language therapist and our Educational Psychologist (EP).
 - If a referral to an external agency is recommended, the forms will be completed in conjunction with parents/carers and then sent on to the relevant agency.

Referrals may also be recommended when a high level of support has been sustained by the school over a period of time

- The Governors at Oxley Park Academy are responsible for entrusting a named person, Mrs. Cathy Higgins (Head Teacher) to monitor Safeguarding and Child Protection procedures. The Governors ensure that the School is as inclusive as possible and treats all children and staff in an equitable way. They also monitor and review the Accessibility Plan and all other statutory policies defined by the DFE.

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

- All children are entitled to quality first teaching adapted to children's individual needs to enable them to access the curriculum.
- Class teachers and/or teaching assistants may be allocated to work with your child 1-1 or in a small group to target more specific needs.
- If appropriate, specialist equipment may be provided for your child e.g. writing slopes, 'sit and move' cushions or pen/pencil grips

4. How will I know how my child is doing?

- Every child will be given a home school diary between home and school in which messages can be exchanged between adults working with your child in school and yourself.
- Your child's class teacher may be available at the end of the day if you want to have an informal chat but if you require a more detailed conversation please make an appointment
- You will be kept informed of your child's progress through parent consultations meetings
- Personal Target Plans (PTPs) are provided for parents three times a year with details of interventions and targets. Parents will be invited to the review of the PTPs to add information and suggest targets
- Appointments with the personalisation manager can be made through the School Office 01908 503870 or via email at office@oxleyparkacademy.com

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

- The class teacher may suggest ways of supporting your child's learning at home through messages in the contact book, parent consultation or through suggested targets on your child's Personal Target Plans
- The personalisation manager may meet with you to discuss ways in which you can support your child at home.
- If external agencies are involved, a report is provided which will be discussed with parents and class teachers

5. What support will there be for my child's overall well-being?

The School offers a variety of support for all pupils including those who may be experiencing emotional difficulties.

- Opportunities for children to talk with members of staff if they have any concerns they wish to discuss. Support from external agencies may be provided if deemed appropriate.
- Some pupils may be given 'time to talk' with a known teaching assistant/teacher
 - Some pupils may be chosen to be part of a social skills group run by either a teacher or a teaching assistant.
 - Opportunities to be in the kaleidoscope room (a sensory room)
- Lunch time club may be offered to pupils who find it difficult to cope on the playground. Fun games and activities are made available to help provide the pupils with social skills to enable them to form friendships.
- Details of a child's medical need(s) are kept on a class register by the School Office. These are shared with all staff.
- To support children with severe allergies all staff receive annual epi-pen training by the school nurse where appropriate.
- Where necessary and in agreement with parents/carers, prescribed medicines are administered in school but only when a letter of authorisation is in place.

6. What specialist services & expertise can be accessed by the School?

At times it may be necessary to consult with external agencies to receive specialised advice. These may include:-

- Educational Psychologist
- CAMHS (Child and Adolescent Mental Health Service)
 - Specialist teaching service- behaviour and cognition
 - Social Services
 - Speech and Language therapy
 - Teacher for the deaf
 - Occupational Therapy
 - School Nurse
 - Play therapist

An Educational Psychologist is allocated to each school. He/she will normally work directly with a child whose needs are felt to be quite considerable and has not responded well to the interventions previously put in place.

The Educational Psychologist attends Annual reviews and will act on any recommendations made during these meetings. The Psychologist will meet with the parents and give feedback after the assessment has been completed. He/she will offer advice to the School and parent/carer on how best to support their child to take their learning forward.

The school also receives support from the Behaviour Support Service. They meet with class teachers offering advice, attends meetings and can be asked to

work with individual children. Referrals for individual support are made after full consultation with parents has taken place. This process involves observing pupils in class, meeting with parents/carers and compiling a report that offers further advice and recommendations for support.

7. What training has been provided for supporting staff?

- All Staff receive access to regular training related to special educational needs.
- Twice termly training sessions on SEN ensure that all teachers are kept up to date with the needs of SEN children as well as having opportunities to develop their use of strategies
- Our Personalisation Manager has also completed The National Award for SENCOs.
- All staff have regular opportunities to meet with the Personalisation Manager to receive further training

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

Activities and school trips are available to all and every effort will be given to accommodate them whilst maintaining the safety of everyone on the visit.

Special attention will be given to appropriate supervision ratio and additional safety and measures will be addressed at the planning stage

- Risk assessments are carried out and procedures put in place to enable all children to participate.
- Sports and extra curriculum activities are offered to all children throughout the school

9. How accessible is the school environment?

As a school we are happy to discuss individual access requirements and make reasonable adjustments to meet these needs.

- We have an up to date Accessibility Plan

Facilities at present include:-

- Ramps into the school building make it accessible to all.
 - Children's disabled toilet.
- There are also lines on the main corridor to aid pupils with visual impairment.
- Signs are displayed at different levels to ensure they are visible for wheel chair users.

10. How will my child be prepared and supported for joining Oxley Park Academy

Oxley Park Academy understands that moving school or provision can be quite a challenging time for some pupils and puts a number of strategies in place to make the transition as smooth as possible. These include:

- Meetings between pre-school settings and Oxley Park Academy
 - Observations and visits to the pre-school settings
- Additional visits for individual families of pupils with Special Educational Needs as well as the schools usual induction procedures.
- We are also firmly committed to aiding pupils' transitions between classes within the School and transition booklets may be produced for some pupils to help reduce anxiety.
- A Transition Programme operates between Oxley Park Academy and their main receiving secondary Schools. Arrangements are made with any other local Secondary provision when it is deemed necessary. These may include tours for pupils, induction morning or afternoon sessions, transition books, tours for individual families, meetings with the receiving inclusion managers and staff visits.

11. How are school resources allocated and matched to children's SEN?

- The SEN Budget is allocated each financial year to support special needs throughout the school. The money is used to provide additional resources or support, dependent on need. Support for individual children would be decided upon after discussion at Senior Leadership Team level
- Specialist advice/support may be sought in to support individual children.
- Those children who have a statement/Education Health Care plan will be allocated to the relevant children

12. How's the decision made about how much support a child will receive?

- During their school life, if concerns are raised due to a pupil's lack of progress or well-being, the class teacher, together with the Personalisation Manager, will adjust the level of support accordingly.

13. How will I be involved in discussions and planning for my child?

We believe that successful support for all children results from effective communication with parents. All parents are encouraged to contribute to their child's education. This may be through:

- Discussion with the child's class teacher.
 - During parent evenings.
- Through meeting with the Personalisation Manager or other professionals.
 - Reviewing the Personal Target Plans with the class teacher

14. Who can I contact for further information?

If you wish to discuss your child's education further or have any concerns regarding your child's schooling please contact:-

- Firstly your child's class teacher
 - The personalisation manager
- We hope these have answered any queries you may have but do not hesitate to contact the School if you have further questions