



The Local Offer (2015-2016)

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 was required to 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 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: <http://www.bristol.gov.uk/page/children-and-young-people/local-offer-send-support-our-plans>

Education:

- Oasis Academy Connaught is a two form entry primary Academy (from Year R) that admits children from 3 -11 years old. The Academy has a keen and dedicated staff team that are ambitious for its pupils and the wider community. There is a strong ethos of care and belief in transformation. Working effectively with parents is a significant priority and, as a Hub, the Academy is increasingly becoming a focal point for parents and families to come together, building a sense of pride and community where previously there has been little care or investment.
- Our Nursery provision provides free education for children after their 3rd birthday until the end of the academic year in which they have their 4th birthday. There are 60 part-time places available in our Nursery. Parents are offered either 5 morning sessions from 8:45am until 11:45am or 5 afternoon sessions from 12:15pm until 3:15pm.
- Our ethos and values are grounded in the belief that pupils' social and emotional well-being are as equally important as academic subjects. Many children and young people face challenges that can 'knock them off course' and we provide the understanding and help to get them back on track. Every pupil needs to feel that he or she belongs, that each individual matters, and that all pupils and adults are valued for their unique qualities. This will also ensure they make the best academic progress possible. <http://www.oasisacademyconnaught.org>
- To support our philosophy in ensuring our provision is inclusive for pupils who have a wide range of special educational needs and disabilities (SEN), the academy uses the funding received from the Government, via the Local Authority. This provision includes:
 - A full time SENCO/ Inclusion Manager who oversees all aspects of the Education, Health and Care of pupils with SEND
 - Two specialised SEN/Nurture teaching assistants who provide one to one and small group support outside the classroom

- A team of six one to one SEN teaching assistants who provide one to one and small group support inside the classrooms
- A Pastoral Team made up of a full-time Learning Mentor and School and Family Link Worker
- A designated teacher (the Associate Principal) who oversees the education and care of Looked After pupils with and without Special Educational Needs
- Staff who have additional training and experience in teaching and supporting pupils with Attachment Disorders, Autism Spectrum needs, Asperger Syndrome, ADHD, PDA, ADD, Dyslexia, verbal Dyspraxia, General Dyspraxia, behavioural difficulties and mental health problems, emotional and social needs, Speech and Language disorders, ODD and Hearing Impairment.
- A Nurture Room for pupils in the EYFS/KS1 and KS2 which offers an opportunity to learn the early nurturing experiences some children and young people lack, giving them the skills to do well at school, make friends and deal more confidently and calmly with the trials and tribulations of life
- Offering parents the opportunity to attend parenting workshops with the School and Family Link Worker/ Learning Mentor
- Opportunities for pupils facing social challenges at home to receive one to one Pastoral support from the School and Family Link Worker/ Learning Mentor
- Free music lessons for eligible pupils
- Targeted mentoring programmes during, including lunch times, and before and after the academy day
- A high ratio of Learning Support Assistants (LSA) across the academy
- In class support for children who have English as an additional language (EAL) from trained LSAs
- A Reading Recovery teacher and two specialist Reading teaching assistants that provide a high level of support in Key Stages 1 and 2
- Effective professional relationships with outside agencies within Education, Health, Social Care and Alternative Learning Provision
- Use of Restorative Justice, as a whole school approach, to create a harmonious learning environment where pupils 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, including the provision of a designated and experienced teaching assistant who coordinates speech and language therapy programmes in the EYFS classes
 - Nurture programmes
 - Reading Recovery
 - Better Reading Partners
 - Early Literacy Support
 - EAL vocabulary and grammar development
 - PIXL Reading, Writing and Mathematics
 - KS2 Sound Training
 - Social stories
 - Circle of Friends/ mediated/supported play therapy
 - Drama Therapy
 - Art Therapy
 - PECS
 - TEACCH
 - Precision Teaching
 - Specialist Sports Therapy, coordinated by qualified staff from Learning Partnership West

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 pupils 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 pupils to develop friendships and to engage in a broad range of activities and experiences in different social groups
 - Pupils 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 pupils’ 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 pupils’ self-help skills, daily living proficiencies and independence
 - **Support for maintaining good health in adult life** – increasing our pupils’ 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: Christmas productions, Carol Services, Sports Matches, singing at the Colston Hall and planning and holding an annual Community Summer fete.

Questions From a 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?

- We receive and request detailed information from pupils’ previous schools and educational settings.
- The progress of all pupils is monitored regularly by class teachers, Inclusion Manager and the Academy Leadership Team, so that when a pupil is not making expected progress in a particular area of learning, including emotional development, the school can quickly identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned
- If parents/carers have concerns about the progress or attainment of their child, or think their child has SEND, they should in the first instance, make an appointment to speak to the class teacher to discuss their concerns, who will then liaise with our SENCO/IM as appropriate. The academy will look into the concerns, share what is discovered and agree with parents/carers what will happen next. See the OAC SEND/Inclusion website report for more details. All procedures are in line with the Special Educational Needs and Disability Code of Practice: 0-25 years, 01 May 2015.

2. How will the education support my child?

- Our Academy Wave Provision Map shows the range of interventions in place in our academy which may be used when we identify a need for additional support/ SEN Support
- When the academy identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and are invited to a meeting at the school to discuss this further. If the pupil meets the criteria for SEN or disabilities (SEND), individual learning targets will be created, detailing the exact education and care support the pupil will receive at Wave 1, Wave 2 and Wave 3; a copy of this will be provided to parents/carers. All pupils in receipt of SEN Support have a *Pupil Information Profile* (PIP) which details their learning and development targets for the academic year. These targets are worked and reviewed on a half termly basis using the scaffolded *Assess, Plan, Do and Review* approach. Pupils 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 Escalation Summary Chart* (BESC) and/or a short term *Personal Support Plan*, which includes strategies for *Positive Handling* (PSPHP).
- We will monitor the progress of all pupils receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.

- The designated SEN Academy Councillor is responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and he/she will receive a report from the SENCO/IM on the progress of pupils with SEND at each Academy Council meeting over the course of each academic year.
- See the Oasis Academy Connaught SEN Policy 2015-2016 for full details.

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

- All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress.
- Differentiation is planned for groups and individuals according to need: for example, for a child who is on the Autism Spectrum and has social communication needs, teachers will use visual resources such as PECS and personalised social stories to help them learn new vocabulary, interact with their peers and understand the daily routines.
- The Academy has a Specialist Leader in Education who is working to develop the outstanding practice of all teachers across the academy. She is supported by all members of the Academy Leadership Team to ensure quality first teaching is embedded in all phases of education.

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 pupils with SEND is assessed and reviewed in line with the academy assessment, reporting and recording policy. There are 5 assessment points throughout the academic year and strengths as well as areas requiring further development are identified for all pupils.
- Priorities for development/ focus objectives for pupils requiring SEN Support are discussed at an initial meeting between the SENCO/IM, class teacher, parent/carer and pupil, where appropriate. These are implemented over 12-14 week period.
- The SENCO/IM holds *SENCO Surgeries* at the end of Terms 2, 4 and 6 to review objectives for personalised learning and development targets after the class teacher has completed review meetings with parents/carers and the pupil.
- The SENCO/IM meets with support staff (LSAs, TAs and HLTAs) at the beginning of Terms 1, 3 and 5 to discuss intervention priorities for each class and to review monitoring at the end of each full term.
- The SENCO/IM meets with the AP and TLL after Pupil Progress Meetings in order to analyse the progress of each student on the Inclusion in order to ensure that they are making expected levels of progress and discuss changes to wave 2 and 3 interventions for individual pupils and year groups.
- Parents/carers receive one full academic report on an annual basis and have the opportunity to attend two formal Parents' Evenings (Term 2 and Term 6) where they can meet all their child's teachers. The SENCO/IM is also available for consultation at parents' evenings and produces an academic report for each pupil in receipt of SEN Support at the end of the academic year.
- TAs or LSAs that deliver interventions assess pupils on entry and exit and the data is analysed by the class teacher and SENCO/IM to check that all interventions are effective. Parents/carers are informed at the end of interventions about the progress students have made. This information is recoded in the evaluation section of the Academy Wave Provision Map at the end of Terms 2, 4 and 6.
- Pupils with a Statement of Special Educational Need or Education, Health Care Plan have an Annual Review which is attended by parents/carers and all relevant staff from outside agencies. The pupils' progress is discussed, reviewed and new targets are set to ensure advancement continues.
- Transfer Annual Reviews take place prior to pupils with a Statement of Special Educational Need or Education, Health Care Plan transferring to Specialist Provision.
- Pupils identified as requiring formal Nurture support are assessed on a termly basis using the Boxall Profile.

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

- The well-being of all of our pupils is our primary concern at Oasis Academy Connaught. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum and are also taught explicitly on a weekly basis.
- Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need; this could include an individual Nurture action plan or personalised positive handling plans
- Our Academy Behaviour Management Policy is based upon Restorative Justice, placing the victim at the heart of the process; which includes ensuring guidance on expectations, rewards and sanctions is fully understood and in place by all staff.
- The following behaviours are actively encouraged by all staff:
 - Good manners
 - Holding doors open for a grown-up and other children
 - Saying please and thank you
 - Not insisting on being first
 - Moving quietly and sensibly around the academy building
 - Welcoming visitors to the academy
 - Showing respect for others, the building, learning resources and personal property
 - Demonstrating good listening behaviours to others
 - Showing self-control and sharing
 - Showing good working habits and a positive attitude towards learning
 - Following the three school rules: Work our socks off, keep safe and help each other
- At Oasis Academy Connaught we promote positive 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:
 - Specific positive verbal praise
 - Mentioning a child's good behaviour to the rest of the class
 - Sharing good work/behaviour with other members of staff
 - Awarding stickers
 - Selecting EYFS and KS1 pupils to be Star of the Day
 - Selecting KS2 pupils to be Star of the Week
 - Awarding Work Hard and Play Nice raffle tickets
 - Presenting class teachers' commendations/ certificate in Friday Achievement Assemblies
 - Choosing a Head Teacher's raffle ticket prize in Friday Achievement Assemblies
 - Entering children's names into the school 'You made me smile' book and awarding a 'smelly sticker' in Friday Achievement Assemblies
 - Sharing happy behaviour news through comments to parents in the form of a commendation postcard
 - Awarding House Points
- We regularly monitor attendance, support pupils returning to the academy after absence and take the necessary actions to prevent prolonged unauthorised absences.
- Relevant staff are trained to support medical needs and in some cases all staff receive training.

- We have an Administration of Medicine Policy in place and Health Care Plans detail daily as well as emergency procedures.
- Pupils' views are actively sought through the School Council, pupil conferencing, questionnaires and PIP/BESC/PSPHP/HCP 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)
 - Behaviour Improvement Service (BIS)
 - Learning Improvement Team (LIT)
 - Outreach Services, including ASDOT
 - Ethnic Minority Achievement Service (EMAS), which includes English Additional Language and Traveller Service support
 - 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)
 - Alternative Learning Provision (ALP)
 - Child and Adolescent Mental Health (CAMHS); Behaviour Clinic, other health professionals
 - We work with First Response, Early Help, Social Services and Community Police
 - Across our team of TAs, staff are trained in Better Move On, Better Reading Partners, Learning Language and Loving It, First Aid, Team Teach, Positive Handling, PECS, TEACCH and have basic speech and language qualifications
 - The Associate Principal is the designated teacher for Looked After Children and Safeguarding Lead
 - The Executive Principal and current SENCO/Inclusion Manager each have over 15 years of teaching and supporting pupils Special Educational Needs and Disabilities

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 Connaught. Teachers and TAs receive weekly professional development training from members of the ALT on all aspects of their role, curriculum, behaviour management, first aid, Team Teach (De-escalation and Positive Handling) and meeting the needs of students with special educational needs and disabilities.
- SEND specific/ relevant professional development training to date has included:
 - Behaviour Improvement Team involvement – whole academy policy development session
 - An introduction to SLEUTH behaviour management system
 - The OAC Behaviour Management Policy
 - Writing personalised learning and development targets, BESCOs, PSP/PHs and HCPs
 - Setting SMART targets
 - Nurture Support and the Boxall profile
 - Identifying SEND versus Low academic ability
 - Moderate Learning Difficulties

- Learning behaviours
- Letters and Sounds training
- Teaching Phonics to pupils with MLD
- Autism and Asperger Syndrome
- PECS and Visual Timetables
- Social Story writing
- Classroom best practise and Quality First Teaching
- The new National Curriculum 2014
- Special Educational Needs and Disability Code of Practice: 0-25 years (May 2015)
- We regularly invest time and money in training our staff to improve Wave 1 provision for all pupils, to develop enhanced skills and knowledge to deliver Wave 2 (short-term support interventions) and Wave 3 (individualised support and interventions)

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 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 Connaught is fully wheelchair accessible and we have two disabled hygiene room to support children with toileting/ personal care needs (one based in the main building and one in the Community Hub)
- 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 to ensure other languages are clearly represented through vocabulary/signs and books in classrooms.
- 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 pupils to the academy
- We have very good relationships with our feeder settings, the secondary schools and special needs schools that our pupils move onto; we share information to support pupils' 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 6 all children visit their new secondary school at least once and the staff from their new school come and see them at the academy as well
- Further support is provided as necessary for those pupils and families with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils

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 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
- Academies receive funding for all children including those with SEN and Disabilities and time and resource needs are met within this budget
- If the assessment of a child's needs identifies something that is significantly different to what is usually available, the Local Authority may contribute more funding via an application for Top-Up if the cost of meeting an individual child's needs exceeds £10,000 per year – including outside agency involvement within a 12 month period
- Under the new Special Educational Needs and Disability Code of Practice: 0-25 years (May 2015), an Education Health Care Plan may identify that additional money is required
- Parents 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 funding must be used for the agreed action plan for the child/ young person.

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 at all times.
- Should additional (Wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff, the pupil and his or her parents/carers.
- The Academy is committed to providing the best 'value for money' so the SEND and Inclusion Wave Provision Map is reviewed and up-dated each term. This is in order to ensure that it reflects most the effective use the funds available in the SEND budget, pupil premium and higher needs funding in meeting our pupils' needs.
- Wave 2 and 3 interventions and TA interventions are monitored by the SENCO/IM. The impact of these are analysed through termly data analysis, pupil progress meetings, performance management meetings and during the SEND/Inclusion review cycle.
- All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCO/IM oversees all additional support and regularly shares updates with the Named Academy Councillor for SEN and Inclusion.

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

- We are a child 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 child/young person's well-being, learning needs, progress and aspirations
- We operate an open-diary policy to allow parents/carers to contact their child's class teacher and other relevant members of staff with ease
- Parents/carers are invited to become involved in school-life through a number of means. For example, the Parent Council, becoming an Academy Councillor, hearing children read and on-going invitations to academy events throughout the academic year
- We host regular opportunities (3 times a year) for parents to join in learning with their child through our Family Challenges
- The Academy Council plays a vital role in the governance and accountability of Oasis Academy Connaught. 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 class teacher. For pupils with SEND, further information and support can be obtained from the SENCO/Inclusion Manager via the school office on 01275 894590 or at info@oasisconnaught.org.