



Inclusion Information

At Oasis Academy Skinner Street we strive to support all children to enable them to be the best that they can be.

In order to do this many steps are put in place to enable them to achieve and to support them through their learning journey.

Quality Teaching is essential; however for some children there are times when they require additional help and support in order to achieve their targets.

At Oasis Academy Skinner Street all staff take responsibility for Inclusion under the leadership of Mrs Debbie Davies, Assistant Principal.

Children and Families Bill 2013

'The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them.

The bill will extend the SEN system from birth to 25, giving children, young people and their parents greater control and choice in decisions and ensuring needs are properly met. It takes forward the reform program set out in '[Support and aspiration: a new approach to special education needs and disability - progress and next steps](#)' including by:

- replacing statements and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together; and
- requiring local authorities to involve children, young people and their parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' or support.'

Children and Families Bill 2013 DfE

What is the local offer?

The 'local offer' was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as options available to support families who need additional help with care for their child.

What will it do?

The 'local offer' will provide parents/carers with information about how to access services in their area, and what they can expect from those services. In Education it will allow parents/carers and young people know how schools, academies and colleges will support them.

Oasis Academy Skinner Street's Response to the Local Offer

1a How does Oasis Academy Skinner Street know if children need extra help?

We know children need help if:

- concerns are raised by parents/carers, teachers, teaching assistants or the pupil's previous school
- there is a lack of progress
- attainment is below national expectations
- there is a change in the child's behaviour
- pupil voice – the child asks for help

1b What should I do if I think my child may have special educational needs?

If you have concerns:

- contact your child's class teacher in the first instance
- if appropriate your child's class teacher will make a referral to the Assistant Principal
- if you are a new parent you should contact the Assistant Principal via the school office 01634 850213

2 How will I know how Oasis Academy Skinner Street will support my child?

- Each child's learning is planned by the class teacher; it is differentiated to ensure that the child's individual needs are fully met. This may include additional focused support by the teacher or teaching assistant as part of our quality teaching.
- Every child is discussed at PPM (Pupil Progress Meetings) six times a year, with all members of staff that are involved in teaching and learning for the child and the Academy Leadership Team.
- During PPM children are identified for intervention and support e.g. with reading, writing, maths, social skills, fine motor skills. Interventions are detailed on a Team Provision Map. Parents are informed if their child is receiving additional support at parent teacher consultation meetings. If your child's needs are severe enough the Academy will work with you to develop an Outcome and Provision Record.
- Parents of all SEND children are invited to a meeting where our provision is explained.

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

- When a child has been identified as having SEND their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching assistants may be allocated to work with the child in a 1:1 or small focus group to target more specific needs.
- If appropriate, specialist resources may be given to the child e.g. writing slopes, Move 'n' Sit cushions, coloured overlays, ear defenders, concentration aids.
- Interventions will be put into place where needed to support children with academic progress and or the acquisition of identified social skills. These may be led by teachers or teaching assistants.

4 How will I know how my child is doing?

- At Oasis Academy Skinner Street we operate an open door policy, all class teachers are available at the end of the school day.
- In addition parents are formally invited to discuss their child's progress three times a year at parent/child consultation meetings, open afternoons, summer term parent's appointments.
- Pupil progress, attainment and attitudes to learning are shared with parents three times a year – December, April and July.

5a How will you help me to support my child's learning?

- The class teacher may suggest ways of supporting your child's learning personally throughout the year or at parent consultation meetings.
- The Assistant Principal may meet with you to discuss how to support your child, if this is appropriate.
- If outside agencies are involved with your child, they may provide ideas and suggestions that can be used with your child both at school and at home.

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

- The Academy offers a range of pastoral support for all children who are experiencing emotional difficulties.
- Some pupils may receive Emotional First Aid, delivered by our trained staff.
- Some children may be eligible for play therapy or counseling which will be arranged through a referral made by Assistant Principal.

5c Pupils with medical needs

- If a child has a medical need they will have a Care Plan which is compiled in consultation with parents/carers and where appropriate medical professionals. The plan is discussed with all staff who are involved with the pupil.
- Where necessary and in agreement with the school and parents/carers regularly prescribed medicines are administered in school but only with signed parental consent and with medicines in the original packaging which clearly states the dosage required.

6 What specialist services and expertise are available at or accessed by the Academy?

It may sometimes be necessary for the Academy to consult with external agencies in order to receive specialist advice.

The agencies used by the Academy include:

- Autism Outreach
- Educational Psychologist
- CAST (Child and Adolescent Support Team)
- CAMHS (Child and Adolescent Mental Health Service)
- AAP (Attendance Advisory Practitioner – previously known as Education Welfare Officer)
- PASS (Physical and Sensory Service) to support children with hearing/visual impairment

- Inclusion Team
- SALT Speech and language therapy
- Social Care
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- MAGIC (Medway Autism Group and Information Centre)
- Medway Hospital (Paediatricians)
- School Nurse
- Danecourt Special School Outreach Service
- Behaviour Support Service
- All Saints Children's Centre – Play Therapy
- Chalklands Outreach Service – Behaviour support

7 What training are the staff supporting children with SEND having or have had?

- 2 members of staff are currently working towards a Post Graduate Certificate in SEN Co-ordination.
- All staff receive regular training as well as local and national updates.
- Where necessary staff receive specific training relating to individual children.

8 How will my child be included in activities outside the classroom including Educational Visits?

- All children are eligible to participate in activities, events and educational visits.
- Risk assessments are carried out prior to any activities and procedures are put in place to enable all children to participate fully.
- If it is deemed that a child will require an intensive level of 1:1 support, a parent/carer may be asked to accompany their child during a specific activity or visit.
- If it is deemed that a child's behaviour will put themselves or others at risk during a trip then an individual risk assessment will be completed using the risk assessment scale, in order to determine the level of the risk and this will be discussed with parents/ carers.

9 How accessible is the school environment?

As an Academy we are happy to discuss individual access requirements.

- A toilet adapted for disabled users.
- Wide doors in some parts of the building.
- A ramp to circumnavigate stairs by the office.
- Two classrooms are located at the top of a flight of stairs, however this is not an access issue as the academy is a two form entry school and therefore an additional classroom on the ground floor ensures availability of access.

10 How will the Academy prepare and support my child when joining Oasis Academy Skinner Street or transferring to a new school?

As an Academy we understand that changing schools can be an unsettling experience for some children and we therefore aim to make the transition process as smooth as possible through:

- Encouraging all new comers to the Academy to undertake a visit to the Academy prior to joining. We contact the child's current school so that we can be properly

prepared for their arrival. A meeting with the Assistant principal is arranged where paperwork can be completed and specific needs can be discussed, where appropriate this meeting may include our Safeguarding Officer. A tour of the Academy will also take place.

- To support a child moving on from the Academy, we ensure that all relevant information is shared with the receiving school.
- To support a child leaving the Academy to join a secondary school/academy the Assistant Principal meets with the secondary SENCo and/or completes all relevant documents.
- For some children, additional visits are arranged to their secondary school, these children may be accompanied by a member of Oasis Academy Skinner Street staff so that we can engage with them in their transition and allay any worries that they may have.
- Assistant Principal passes on SEND children's files to their relevant secondary school.

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

- The inclusion budget is allocated each financial year. The money is used to provide additional support and/or resources dependent on an individual's or cohort's needs.
- The additional provision may be allocated after discussion with the class teacher at PPM or if a concern has been raised by them at another time during the year.
- For pupils with a high level of need Oasis Academy Skinner Street will apply for additional funding from the Local Authority to help individual needs further.

12 How is the decision made about how much support my child will receive?

- All pupils are discussed at PPM, six times a year and support, resources and interventions are allocated and evaluated during these meetings in order to ensure that the budget is used effectively and all children's needs are met.
- Parents are informed if their child is receiving additional support during parent/teacher meetings or at other times during the year if appropriate.
- Parents and students are welcome to speak to staff about extra support they feel is needed.

13 How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- Discussions with the class teacher
- During parent/teacher consultation meetings
- During discussions with Assistant Principal or other professionals

14 Who can I contact for further information?

- Your child's class teacher, in the first instance
- If you are a new parent you should contact the Assistant Principal, Mrs Debbie Davies through the Academy office (01634 850213)

There are many SEN terms that are abbreviated which can lead to confusion.

Below is a glossary of the most frequently used SEND terms.

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AHT	Assistant Head Teacher
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CLA	Children who are Looked After
COP	Code of Practice
CP	Child Protection
DCD	Developmental Coordination Disorder
EAL	English as an Additional Language
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PD	Physical Disability
PM	Provision Map
PPM	Pupil Progress Meeting
PSP	Pastoral Support Plan
SALT	Speech and Language Therapist
SEND	Special Educational Needs & Disabilities
SENCO	Special Educational Needs Coordinator – at Oasis Academy Skinner Street this is included within the role of Assistant Principal Inclusion
SLD	Severe Learning Difficulty
SpLD	Specific Learning Difficulty
VI	Visual Impairment