

Orsett Heath Academy

SEND Local Offer : September 2020

At Orsett Heath Academy, we strive to support all children to enable them to achieve at school.

In order to do this many steps are taken to support them through their learning journeys.

Quality first teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their objectives.

This is where the SEND Team steps in. Support will be assigned through the most appropriate channel - SEND, Pastoral (including Family Support Worker, Health Worker Support, Extended Services and counselling), Behaviour Support, Pupil Premium Intervention or EAL.

Children and Families Act: April 2014

The Children and Families Bill is a commitment to improving services for vulnerable children and supporting strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Act has reformed the systems for adoption, looked after children, family justice and special educational needs.

In 2015 the Government transformed 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 Act extended the SEN system from birth to 25 (from September 2014), ensuring that young people's needs are properly met.

The Act addresses the reform programme set out in *Support and aspiration: A new approach to special educational needs and disability: Progress and next steps* 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 greater involvement 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;
- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.



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, published by the Local Authority. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.*

What will it do?

- Thurrock LA will, through the Local Offer, provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings.
- There are 14 questions, *devised in consultation with parents/carers and other agencies*, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

Below are Orsett Heath Academy's responses to these questions.

1. How does the school know if children need extra help?

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

What should I do if the school and I disagree?

We know if pupils need extra help through:

- testing and assessment;
- records from primary / previous schools;
- progress tracking - lack of progress triggering investigation;
- teacher / parent / pupil concern;
- for Pupil Premium pupils, lack of progress/impact from PP interventions.

If you feel that your child has special educational needs, you should contact the school and speak to the SENCo (Miss S McGrane) about your concerns. This will trigger an assessment that can then be discussed and interventions planned, as appropriate. Any difference in opinion can be discussed openly at this stage so that outcomes are agreed by all concerned.

2. How will I know how the school supports my child, and how is this communicated?

The school will provide support by:

- placing pupils in learning groups according to their needs - this may include focus groups, small withdrawal groups, one to one sessions, keyworker/mentoring sessions, and will enable pupils to access an appropriate curriculum;
- targeted TA / additional support in class or by delivering specific programmes such as Literacy and Numeracy Catch Up etc.;
- collaborative planning between the English, Maths and SEN departments to address literacy and numeracy under performance through targeted, time limited programmes with specific outcomes and expectations;
- support plans being in place for all pupils receiving SEN support - these outline pupil needs using the graduated approach: assess, plan, do, review; focus teachers and support staff on strategies to use with the pupil; set targets and success criteria; and record reviews of progress;
- occasionally a pupil may need more expert support from an outside agency such as an Educational Psychologist, occupational therapist, speech and language therapist or an outreach worker assessment in a specific area (e.g. ASD). Referral forms often require parental signatures. After an assessment is made, a suggested programme of support is usually provided for the school and parent/carer;
- reviewing progress and intervention impact on at least a termly basis, and adapting the support as appropriate.

You will know by:

- attending parents' evenings;
- participating in review meetings and telephone updates;
- receiving copies of the support plans in place for your child.

The Local School Advisory Board is responsible for entrusting a named person, the Head of School, to monitor Safeguarding and Child Protection procedures and is the designated teacher for Looked after Children. Our Assistant Head teacher is the Deputy Designated Safeguarding Lead. In addition, Human Resources is responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a support and challenge role the LSAB ensures that the school is as inclusive as possible and treats all young people and staff in an equitable way. It monitors and reviews the accessibility plan and all other statutory policies as defined by the Department for Education.

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

The curriculum will:

- be differentiated through quality first teaching;
- be differentiated according to teaching group;

- have allocated additional adult support where appropriate, especially with regard to targeted specific needs;
- be resourced appropriately for those with Special Educational Needs - e.g. coloured overlays, Alphasmart keyboards, iPad resources and flashcard support materials.

4. How often will you meet with me to discuss my child's progress?

We will know how your child is doing, and inform you, by:

- tracking pupil progress half termly and reporting to you termly;
- discussing your child's progress with you at Parents' Evening;
- sharing your child's support plans with you;
- meeting with you at annual reviews for those pupils who have EHCPs;
- having meetings / telephone calls to update you about your child's progress as appropriate.

We can help you support your child by:

- passing on advice from any external agencies such as the Educational Psychologist, Speech and Language therapist etc.;
- helping you support your child's homework where appropriate;
- offering you advice at parents' evenings, review meetings and through individual contact from SEN / Pastoral / Behaviour / EAL / Pupil Premium Intervention staff, as well as tutors, where there is a specific need.

5. How does the school address my child's emotional, social and behavioural needs?

A wide range of support is available for pupils encountering difficulties:

- links to Extended Services, counselling and emotional support, family and health support workers;
- mentoring support, behaviour support plans, anger management and consequential thinking programmes, victim awareness and mediation, social skills programmes;
- an anti-bullying policy that is supported by the PALS (Pupils as Listeners) and Safeguarding Team, and a confidential web portal helpline facility (TooToot);
- enrichment and nurture groups provided by staff - e.g. Oasis Club and homework club;
- programmes provided by SEN help pupils to address issues that may be linked to a diagnosis such as AD(H)D, Aspergers, Tourettes etc.;

- mentors and keyworkers to help pupils address specific difficulties, including low self-esteem and confidence;
- attendance tracking and close contact with parents for those at risk supports pupils in increasing their attendance, and therefore their potential outcomes;
- for those with medical needs a care plan will be put in place as appropriate, and staff will be made aware of the pupil's needs. First Aid trained staff will attend any medical emergencies in school, and also provide pupils with ongoing conditions with medication as appropriate;
- the behaviour programme, including the facility for pupil isolation, supports pupils struggling with behaviour issues to avoid exclusion and make pro-active steps towards changing those behaviours;
- the rewards system, and pupils' experiential opportunities at Orsett Heath Academy, including the Personal Development Award, support the development of the young person during their 5-year journey through the school.

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

The following resources might be accessed at/by the school as appropriate:

- Treetops Special School outreach team;
- Educational Psychologist;
- LA attendance service;
- Counsellors and Safeguarding Team;
- School Nursing Team / Health Improvement Practitioners;
- EWMHS and other external services accessed through MASH referrals;
- Occupational Therapy Service;
- Pupil Support Service.

There are always criteria attached to referrals to external services; parents should be aware that their child may not be entitled to all/any of the above.

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

Training includes:

- SENCo award for the current SENCo;
- teaching staff in house clinics and training - quality first teaching;
- support staff training - as a team and as individuals e.g. Specific diagnoses CPD, Word Aware Programme etc;

- annual child protection training - teaching and TA staff;
- TTSA (Thurrock Teaching School Alliance) - staff accessing opportunities for training through Masters programme, Treetops / Beacon Hill special schools, primary/secondary liaison, network meetings, training sessions.

8. How does the school ensure the inclusion of my child in activities outside the classroom, including school / residential trips?

Trips and activities are open to all pupils unless:

- the activity is targeting a specific group of pupils - e.g. a theatre trip to see a play being studied by a specific group of pupils, or a social trip arranged for a specific group to build relationships within that group;
- a risk assessment suggests that the pupil is at risk from the activity, and appropriate and reasonable interventions cannot be put in place sufficiently to make the activity safe;
- a pupil's behaviour or attendance is deemed to make the activity/trip inappropriate for that pupil.

Where it is deemed appropriate SEN / Pastoral support staff will accompany trips to ensure support for targeted pupils.

Pupils with SEND are encouraged to take part in the full range of extra-curricular and leadership activities at Orsett Heath Academy.

9. How accessible is the school environment for mobility, behavioural, sensory, health and other issues?

To make the school accessible:

- support will be sought for non-English speaking parents to enable them to participate fully in contact with school - this may be through other pupils/families at the school, where there is not a member of school staff able to provide the service;
- the school works with the OT Service to meet the requirements, as far as is possible, for physical accessibility (e.g. handrails and lower pegs) and appropriate equipment such as the lift, for pupils with additional needs;
- classrooms have been designed to support the best pedagogical practice;
- the school has a detailed accessibility plan that will be continuously reviewed.

10. How does the school prepare and support my child when joining the school, transferring to a new school or changing class teachers and / or year groups?

The school will:

- invite every Year 6 pupil to a one-week induction in July of Year 6;
 - invite every parent to an induction evening in the July of Year 6, and a settling meeting in October of Year 7;
 - contact the primary school for each transferring pupil and request their individual needs be shared via our pupil profile form, to discuss pupils' needs with SENCoS and Year 6 teachers as appropriate;
 - targeted pupils will be invited in for extended settling during the summer term;
 - parents of those targeted pupils will be invited to a coffee morning, individual transition interview, and SEND parent forum events;
 - respond to any parent requesting further support for their child, related to specific circumstances.
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- In the case of a pupil transferring to another school, the school will ensure that all paperwork is passed to the new school and any special needs will be raised with the SENCo at that school as long as that person is contactable.
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- In the case of pupils moving year group / changing teachers - those pupils requiring extra support for such transitions (e.g. a pupil with Aspergers) will be prepared by the school for such transitions.

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

The process is:

- the SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent upon an individual's / group of pupils' needs;
- the interventions / resources are decided in collaboration with teaching staff, following assessment, and are reviewed at intervals to measure impact and ensure that the intervention is effective;
- where SEN pupils have a Pupil Premium allocation this will be linked to the pupil's support plan.

12. How is the decision made about how much support my child will receive, and who is involved in that decision?

This will be decided by:

- the SENCo, in collaboration with others involved in the pupil's learning - this may include class teachers, tutors, the Safeguarding Team, the Head of School, the Attendance Officer and others involved from external services;
- interventions and support will be tracked for impact and adjustments made according to this information.

13. How will you ensure that my child and I are involved in discussions about, and planning for their education?

Parents can be involved by:

- ensuring that your contact details are kept up to date so that we can contact you;
- attending meetings and maintaining contact with school staff regarding their children's progress;
- attending information sessions and parent forums when these are run.

Pupils will be involved in all review meetings and should always have their views taken into account.

14. Who can I contact for further information?

For further information regarding issues relating to Special Educational Needs at Orsett Heath Academy, parents should contact the SENCo (Miss McGrane, Assistant Head teacher) via the school office or on the email address: mcgranes@oha.swecet.org.