

## Oasis Brightstowe SEN Information Report

Our SEN information report gives information to parents and carers of children who have, or may have, Special Educational Needs and Disability (SEND). We hope that the information below will answer any questions you have about the type of support we provide at Oasis Academy Brightstowe. We welcome the thoughts of our current or future parents on how we can improve the information we give you about SEN provision at our school.

### Special Educational Needs at Oasis Academy Brightstowe

Oasis Community Learning believes that all children and young people should be equally valued. We aim to ensure that every student with special educational needs:

- is fully included in Academy life
- is a successful learner
- is supported to learn at a pace appropriate to their abilities and development
- has their strengths and capabilities recognised and valued and any additional needs supported, whether these are social, behavioural, physical, medical, emotional or academic
- is healthy
- stays safe
- enjoys school and achieves well
- makes a positive contribution to Academy life and has the tools they need to succeed in adulthood

### What kinds of SEN does Oasis Brightstowe provide for?

#### Communication and Interaction

- Autism
- Speech and Language Issues

#### Cognition and Learning

- Moderate Learning Difficulties
- Specific Learning Difficulties E.g. Dyslexia, Dyspraxia, Dyscalculia

#### Social and Emotional and Mental Health

- ADHD
- ADD
- Attachment
- Mental Health Needs

#### Sensory and Physical

- All moderate physical impairments
- Wheelchair users

### How are children and young people with SEN identified and assessed?

We identify students with special educational needs in a number of ways.

- A member of the SEN Team meets with key staff from all of our feeder primary schools to discuss how best to meet the needs of all students with additional needs starting with us in Year 7.
- We carry out reading tests and other assessments with all students when they start at Oasis Academy Brightstowe. This information is used to identify whether your son or daughter may need additional interventions and the level of support they will require in class.
- We closely monitor the progress of all of our students. Anyone not making the expected progress is reviewed and the possibility of SEN is explored.
- We closely monitor behaviour of all students and anyone who appears to be experiencing social, emotional or communication difficulties is discussed with the SEN Team and the possibility of SEND explored.
- If teachers are concerned about a student's progress, they can contact the SENCO for advice and support for that student.

If you think your son or daughter may have special educational needs you should contact Martine Burns, Learning Provision Manager to discuss your concerns.

#### **How does Oasis Brightstowe consult and involve parents of children and young people with SEN?**

Oasis Brightstowe is committed to including the views of parents and involving them in the decisions surrounding their child with additional needs. You will be invited to all important meetings about your child with additional needs. We will inform you of all the additional provision or interventions being made within school to support your son or daughter and are happy to offer advice on how you can support progress at home. The SEN Team will regularly contact parents through letter or phone calls to let you know how your child is doing. We welcome parents keeping in regular contact either through planners or through calling the SEN Team in school.

#### **How does Oasis Brightstowe consult and involve the young people themselves in their education?**

Oasis Brightstowe is also committed to including the views of young people themselves in their education. As a school, student voice is regularly used to inform decisions made across the Academy. Students with identified additional needs are invited to be part of the decision making process about what is provided for them in school. Your son or daughter's views are taken into account and staff are encouraged to use student voice to inform planning as part of quality first teaching. Students with EHCPs are invited to participate in their review meetings and share what is working for them and what else they feel would benefit them.

#### **How does Oasis Brightstowe assess and review children and young people's progress?**

All students' progress is 'RAG rated' which means that anyone who is not making the expected progress is flagged up as either red or amber whereas those on track are marked as green. Your son or daughter's House Intervention Manager will be able to give you this information if requested. The effectiveness of additional interventions is monitored by the SENCO. The impact of all interventions are analysed each term through data which compares students' performance on entry and exit.

If your son or daughter receives additional intervention or has a keyworker, they will be set individual targets. These are reviewed each term with you and your son or daughter and therefore provide information about progress and the appropriateness of their programme. If your son or daughter has an allocated keyworker, you will be contacted each term by the key worker to review your son or daughter's progress.

#### **How does Oasis Brightstowe prepare young people with SEN for moving between phases of their education and preparing for adulthood?**

The Learning Provision Manager or SENCO, Alex Winston, will visit the SENCO at the primary school and together identify students who are vulnerable or have SEND. Information is gathered about the students' needs and this is shared with relevant staff at Brightstowe to ensure they understand and are prepared for the student. If your son or daughter is identified as requiring additional support with transition to secondary school, a special transition programme is provided. Often, this transition programme involves a visit to Brightstowe to familiarise themselves with the building and to meet key people.

As students prepare to leave us in Year 11, any information relating to academic progress, learning styles, tried and tested strategies etc. is passed on to the relevant person at college/post 16 centre. If required, we support the student by introducing them to the college/post 16 centre and can arrange additional visits if needed. These visits can be individual or in small groups. If needed we talk to our students about practicalities of getting to their new placement, for example, how will they travel the college/post 16 centre. Much of our support for students transitioning to post-16 education is given through the Year 11 House led by Emma Stebbings.

We celebrate the students' success at Brightstowe and help them move on to the next stage of their education.

### **What is our school approach to teaching children and young people with SEN and how are the curriculum and learning environment adapted to support learners with SEN?**

If your son or daughter does have identified SEND, the SENCO will oversee the education provision for him/her. All teachers are informed of the needs of all of our students and plan to meet their needs through quality first teaching. Specific strategies to support your son or daughter are shared with staff via our system called MINT. Many students across the Academy also access additional interventions and support from the SEN or pastoral teams to support their additional needs within school. You will be informed of any additional support that your child receives.

Most of our students attend mainstream classes for the majority of their time but some students are occasionally withdrawn for some specific short-term interventions. We employ Literacy and Numeracy Teaching Assistants who deliver a range of interventions to our students. Some students will benefit from a slightly alternative provision and may be allocated a place in one of our smaller 'Bridge Group' classes in Year 7 and 8. These classes aim to support students to make accelerated progress through more personalised teaching and interventions. Some students in Year 9, 10 and 11 also benefit from our 'Combined Curriculum' classes which allow students to take vocational courses alongside accessing some GCSEs. Additionally, we also run an on-site provision for Year 10 and 11 students called the ORB. This provision provides targeted small-group support to students who are not able to access mainstream lessons. All our additional support and resources are allocated based on budget availability and need.

The site is fully wheelchair accessible and met the requirements for auditory and visual environment at the time of construction. There are accessible changing and toilet facilities, there is also a hygiene room available. We do our best to send translated letters home to parents/carers whose first language is not English.

If your son or daughter has an EHCP, their programme will be run by the Learning Provision Manager, Martine Burns who will allocate a key worker best suited to their needs. The key worker will be the person who provides support for your son or daughter. The support your son or daughter is allocated will depend on the way in which they have responded to previous intervention and their level of need. Intervention may be in the form of one-to-one sessions, in-class support or small group intervention. In some cases, the key worker may not need to work with your son or daughter directly but instead, refer them to an intervention group or perhaps provide resources to the class teacher to ensure your son or daughter is appropriately included. The key worker will be the person who monitors your son or daughter's progress and reviews their individual targets. The key worker will contact you each term to update you of their progress. They will also be your main point of contact for queries around your child's progress in school.

### **What support is there for social and emotional development?**

The SEN team and the pastoral team offer a number of interventions to support the social and emotional development of students. Pastoral support is provided to our students by their House in which there is a Head of House and House Intervention Manager (HIM). The HIM reviews the behaviour and attendance of all students and works closely with the SEN Team when reviewing students with SEND. During unstructured times, identified students with SEND can access The Haven which is a lunch and breaktime club run by the SEN team. We also have access to a school counsellor who offers support to students in many different ways including 1:1 counselling, small group work and work with staff, parents and students.

Certain staff members are trained to support and manage the administration of medicines and parents with any concerns should contact the HIM/HOH to discuss the most suitable way for this to happen.

### **How does Oasis Brightstowe involve other agencies in meeting the needs of children and young people with SEN?**

At Oasis Brightstowe we have access to a range of specialists who work with us and we choose specialist support on the basis of the needs of the student. We also have counsellors who are all accredited members of the British Association for Counselling and Psychotherapy. Our SENCO is in the process of gaining her National Award for SENCO this academic year. Our Academy regular seeks professional advice and guidance from external agencies such as:

- BAT (Bristol Autism Team)

- CAMHS (Child and Adolescent Mental Health Service)
- Community Paediatricians
- Early Help
- Educational Psychology Service
- First Response
- School Nursing Service
- Social Care
- Speech and Language Therapy Services
- Behavioural Support Experts

The SENCO is the main point of contact for all other outside agencies involved in students' education, health and care.

#### **What training are the staff supporting children and young people with SEND had or are having?**

Staff supporting pupils with SEND have had training from an educational psychologist on:

- Dyslexia
- Attachment difficulties
- ADHD
- Autism

The SEN team have had specialist training from the learning improvement team on literacy interventions and some are trained in different numeracy interventions.

They have also received training from a speech and language therapist as a part of the ICAN communication awareness course completed by the department. Many teaching staff also have specialist training with areas of SEN and receive SEN CPD as part of the Academy's CPD programme. Our SENCO also offers training and support for staff in planning for and meeting the needs of various additional needs within the classroom.

#### **How will my child/young person be included in activities outside the classroom including school trips?**

Your son or daughter will have access to the same trips and activities as their peers. If necessary, staff will be asked to complete risk assessments and make reasonable adjustments to meet the needs of your son or daughter.

#### **Who can I contact to find out more about SEN provision?**

Please feel free to contact our SENCO, Alex Winston, with your questions relating to SEN within our Academy. If you feel that your son or daughter has an SEN and would like to know what to do next or they already have an EHCP, please contact Martine Burns, Learning Provision Manager. If your son or daughter already has an allocated keyworker, you may prefer to contact them directly.

#### **How can I access the Local Offer?**

If you would like to find out more about what support you can access for your son or daughter across Bristol, please go to Bristol's Local Offer using the findability website:

<http://www.findabilitybristol.org.uk/>

#### **What does the school do if parent or young person with SEN makes a complaint about their provision?**

The Academy has a clear policy for handling complaints which can be found on our website.