

# Oldbury Academy

## **School Offer for SEND (Special Educational Needs and Disability)**

### *Parents/Carers Questions and Answers*

---

*Who are the best people to talk to at Oldbury Academy about my child's difficulties with learning, special educational needs, or disabilities?*

- ✓ Firstly, talk to your child's class teacher/form tutor about your concerns.
  - ✓ You can also contact your child's Head of Year, Deputy Head of year or the Student Support Officer attached to your child's year group
  - ✓ If you speak to one of your child's subject teachers you can expect that the teacher will raise your concerns with the school Special Educational Needs Co-ordinator (SENCo)\*, Learning Support Manager or a member of the year team.
- If you continue to have concerns, arrange to discuss them with one of the above listed leaders:  
<http://oldburyacademy.com/home/contacting-the-school/>  
0121 533 3750

*How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?*

- ✓ Your child's class teacher/form tutor may initially speak to you at the beginning or end of a normal school day or over the phone and arrange a further time to discuss the concerns.
- ✓ The class/form tutor may also talk to you about any issues at a parents' Evening event.
- ✓ A member of the year team or the school SENCo may contact you and arrange a meeting to discuss your child's difficulties with learning, together with possible support strategies that the school might be considering.
- ✓ You may receive a letter outlining any concerns and/or interventions that the school feel would best support your child.
- ✓ You may receive a letter or phone call requesting your consent for the school to engage a Local Education Authority Advisory Teacher or Educational Psychologist in your child's case if their expertise is needed.

*How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disability?*

- At Oldbury Academy, we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions.
- We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress through regular contact or meetings with a designated member of staff. The staff member will be the person most appropriate to support with your child's specific needs.

- If your child has an identified special educational need, you will be able to meet with the class teacher, form tutor, Year team Leaders and the SENCo, at Parent's Evening events to discuss current progress, support strategies and expected outcomes.
- If your child has a Statement of Special Educational Need or an Education, Health and Care Plan (EHCP), you and your child will be able to share your views at the Annual Review meetings.

*How does Oldbury Academy ensure teaching staff are appropriately trained to support my child's special educational needs and/or disability?*

- At Oldbury Academy, we believe that your child's academic and learning needs will be met through the Quality First Teaching delivered by her or his class teachers
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure that there is the appropriate expertise to support children with special educational needs. We have high quality and ongoing special educational needs training open to all staff at school. Training for individual practitioners can also be arranged when necessary.
- The school is able to access training programmes from different organisations such as those run by Sandwell Local Authority's Inclusion Support Team.

*How will the curriculum and school environment be matched to my child's needs?*

- At Oldbury Academy, we aim to carefully plan our secondary curriculum to match the age, ability and needs of all children within a mainstream setting.
- The class teacher will adapt their teaching to be inclusive in order to enable your child to access learning.
- All school staff will have an electronic copy of the SEN Handbook (as well as access to a hard copy kept in their faculty base). The handbook gives details on SEN needs, strategies to support and methods of differentiation.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Oldbury Academy reviews its Accessibility Policy to ensure that all children have the fullest access to the curriculum and the school site as possible.
- The Inclusion Support Team, Sensory Teachers for the Hearing Impaired and Visually Impaired and other experts work closely on an ongoing basis with the school to ensure that the curriculum and school environment are matched to the needs of the students we have with specific needs.

*What types of support may be suitable and available for my child?*

The type of support your child receives depends upon their individual needs. Our education provisions will match the needs of the four broad areas, as defined in the SEND Code of Practice 2014:

- ☐ Communication and Interaction
- ☐ Cognition and Learning
- ☐ Social, Emotional and Mental Health
- ☐ Sensory and/or Physical Needs

- At Oldbury Academy, we have a 3 tiered approach to supporting a child's learning.
  - ✓ **UNIVERSAL** – this is the 'Quality First' teaching your child will receive from her/his class teachers and may include some very minor adaptations to match learning needs.
    - ♣ E.g. Differentiated learning objectives, use of visual/practical materials to support information shared
  - ✓ **TARGETED** – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of a) assessing your child's needs, b) planning the most effective and appropriate intervention, c) providing this intervention and d) reviewing the impact on your child's progress towards individual learning outcomes.
    - ♣ E.g. Literacy/Numeracy booster sessions, Handwriting club, Learning Mentor support.
  - ✓ **SPECIALIST** - it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school, in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational health therapy, physiotherapy, sensory advisory teachers and Behaviour Support Team. The school may need to prioritise referrals to these services. However, for a very small number of students, access to these specialists may be through a Statement of SEN or an EHC Plan.

### *How will you support my child to achieve her/his learning outcomes?*

- ✓ Class teachers and other staff working with your child ensure that she/he receives appropriate teaching and support in order to reach these goals. If your child has an EHCP or Statement their Individual Education Plan and targets will be reviewed every 6 months. In addition, for all students, schemes of work, strategies and progress will be reviewed termly by teaching staff.
- ✓ Student progress will be monitored and tracked to identify areas of concern by class Teachers and any concerns will be shared with the SENCo and year teams. Adaptations may be made, when appropriate, to help ensure that all SEND students are fully achieving their learning outcomes.
- ✓ External agencies and specialists may also review your child's progress and adapt the advice they provide accordingly. You will be notified of this by the school SENCo or directly from the external agency.
- ✓ Below is a flowchart reflecting the graduated support process we use at Oldbury Academy:



### ***What is an EHC Plan and who can request one for my child?***

The purpose of an EHC Plan is to make provision to meet the special educational needs of a child or young person, to secure improved outcomes for her/him across education, health and social care and, as she/he gets older, prepare for adulthood.

You, your child (where appropriate and aged 16 and over) and school staff, (usually the SENCo or Head teacher), can request that the local authority conduct an assessment of your child's needs. The Local Authorities SEND Team will then decide whether they will undergo the EHC Plan Process.

An EHC Plan will contain:

- ✓ The views and aspirations of you and your child,
- ✓ A full description of her/his special educational needs and any health and social care needs,
- ✓ Desired outcomes for your child's progress,

- ✓ Specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

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

- ✓ Your child's classroom teachers, year team leaders, SENCo, form Tutor, Literacy and Numeracy Co-ordinators may all support you with strategies, resources and ideas for supporting your child's learning at home.
- ✓ You will be able to speak to a member of the year team or SEN team during school hours and can expect swift action taken to ensure you are supported appropriately in a timely fashion:

<http://oldburyacademy.com/home/contacting-the-school>

0121 533 3750

- ✓ Information on how you can help your child is regularly given out at Parent's Evenings and other events where Parents/Carers are invited to school.
- ✓ You may have an opportunity to meet with other professionals involved in supporting your child.
- ✓ You should check the school website for strategies and information (<http://www.oldburyacademy.co.uk>)

### *How is support allocated to children and how do they move between the different levels of support in school?*

- ✓ Oldbury Academy receives funding from the local authority. These funds include money to support the learning of children with SEN and/or disabilities.
- ✓ The Head teacher, in consultation with the School Governing Body, decides the budget for SEN provision on the basis of the needs of the children in the school.
- ✓ The Head teacher, Senior Leadership Team and SENCo evaluate the effectiveness of the school's interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs

### *What support will there be for my child's happiness and well-being at Oldbury Academy?*

- ✓ At Oldbury Academy we believe that the happiness and wellbeing of all our students is paramount. All members of staff take this aspect of school life very seriously and take care to build positive relationships with the students they work with.
- ✓ You can be confident that your child's class teachers, the learning support assistants, pastoral support team, Safeguarding Leaders and the SENCo are available to provide support to match your child's needs.
- ✓ You should feel free to contact you're the school if you have any concerns:  
<http://oldburyacademy.com/home/contacting-the-school>  
0121 533 3750

### *How is my child included in the same activities as her/his peers at school?*

- ✓ Oldbury Academy is an inclusive school and committed to providing equal opportunities for all children.
- ✓ School clubs, educational visits and trips are available to all children and individual children's needs are assessed at the planning stage before the visit is shared with the wider school community
- ✓ When necessary, the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- ✓ You should feel free to contact you're the school if you have any concerns:  
<http://oldburyacademy.com/home/contacting-the-school>  
0121 533 3750

### *How will Oldbury Academy support my child in transition stages?*

- ✓ We liaise closely with the school your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- ✓ Oldbury Academy makes arrangements to ensure there is a smooth transition when your child transfers from primary school. Please contact the school and ask for our school's Pastoral Coordinator for further details
- ✓ If your child has an EHCP or Statement, while at Oldbury Academy we take care to ensure that during transition points (between classes each year and at the end of key stages) SEN information is shared between staff so that all are aware of individual students' needs, learning progress and best support strategies. This is also done for students whose needs are very specific and require more than Quality First in-class differentiation
- ✓ If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to her/him moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.
- ✓ From Year 9, all EHC Plan reviews will have a focus on preparing for adulthood, including employment, independent living and participation in society.

### *Who can I contact if I have a complaint about the SEN provision made for my child?*

If you have a complaint regarding the SEND Policy, please contact the school in the first instance via the form on our website or by calling us:

<http://oldburyacademy.com/home/contacting-the-school>

0121 533 3750

If the complaint cannot be resolved in this manner, please contact your Local Authority:

Sandwell Local Authority [sen\\_team@sandwell.gov.uk](mailto:sen_team@sandwell.gov.uk)

Birmingham Local Authority [sendiass@birmingham.gov.uk](mailto:sendiass@birmingham.gov.uk)

*If I have any other questions about my child at Oldbury Academy, who can I ask?*

At Oldbury Academy we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following people in this order:

- The class teacher/form tutor
- A member of the Year Team
- The SENCo
- The Senior Leadership Team
- The Head teacher