



Oasis Academy Lister Park School Bradford SEN OFFER – Information Report

Type of school	Academy
Specialist provision on site	Resourced Provision for Developmental Language Delay

Updated: November 2020

All Bradford maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

Admissions

Students with SEN are allocated places in two separate & distinct ways:

Those pupils with statements or EHCPs have a separate admissions procedure overseen by Bradford's SEN team.

Those pupils who have SEN but do not have a statement or EHCP are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at Bradford both if your son/daughter has a statement of special educational needs, or if he/she has special needs but does not have a statement, can be found on the following link:

<https://bso.bradford.gov.uk/userfiles/file/Special%20Educational%20Needs/Jaspal/schools-briefing-sep-15.pdf>

If your son/daughter has a statement/EHC plan with a primary needs as 'Speech and Language Impairment', then your child would be eligible to join our school as part of our Designated Specialist Provision. See the website link above for more details.

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

School Based Information	Staff	Summary of Responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEN)?	The SENCO, Simon McDonagh. Deputy Principal – Joanne Hackett (Line Manages Learning Development/SEN)	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support

	<p>Curriculum Leaders, Achievement Leaders, Progress Time Teachers</p> <p>Principal, Ms Sian Dover</p> <p>SEN Governor</p>	<p>your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...</p> <ul style="list-style-type: none"> • Updating the school's SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school. <p>They are responsible for:</p> <ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary. • Ensuring that all staff working with your child in school and are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEN and Teaching and Learning Policy is followed in their classroom, and for all the pupils they teach with any SEN. <p>He is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN. • He will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met. • He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN. <p>She/He is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the school who has SEN.
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HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN in this school?	Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand, using the accelerated learning phases. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more kinaesthetic learning and personalised teaching and learning approaches. • Putting in place specific strategies (which may be suggested by the SENCO or outside staff) and reading ages to support your child to learn. 	All children in school should be getting this as a part of outstanding classroom practice when needed.

	<p>If your child needs additional support in making progress, we will offer (as part of the Graduate Approach process);</p> <p>Specific group work with in a smaller group of children. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher who has had training to run these groups. <p><i>Stage of SEN Code of Practice:</i> K – SEN Support, which means they have been identified by the class teacher as needing some extra support in school.</p>	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) may run small group sessions using the teacher's plans either in a small group or within the classroom setting 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Children will be at the stage of the SEN Code of Practice called K – SEN Support which means they have been identified by the class teacher as needing some extra support in school.</p>
	<p>If your child needs additional support in making progress, we will offer (as part of the Graduate Approach process);</p> <p>Specialist groups run by or in partnership with outside agencies e.g Speech and Language therapy or Occupational therapy groups</p>	<ul style="list-style-type: none"> • Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to outstanding class room teaching and intervention groups. • You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language 	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p>

	<p>AND/OR Individual support for your child</p> <p><i>Stage of SEN Code of Practice: K – SEN Support +</i>, which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychologist. 	<p>Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular needs better and be able to support them better in school.</p> <ul style="list-style-type: none"> • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better ○ Support to set better targets which will include their specific expertise for teachers to implement ○ A group run by school staff under the guidance of the outside professional e.g a social skills group or sensory circuit ○ A group or individual work with outside professional • The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. 	
	<p>Specified Individual support for your child</p> <p><i>This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care</i></p>	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more detail about this in the Bradford Local Offer. • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need more support in school

	<p>Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.</p> <p>Usually your child will also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service. 	<p>they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at K – SEN Support +,</p> <ul style="list-style-type: none"> • After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an Educational Health Plan. If this is not the case, they will ask the school to continue with the support at K – SEN Support + and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. • The Statement or Educational Health Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. • The additional adult may be used to support your child with whole class learning, run 	
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		individual programmes or run small groups including your child.	
How can I let the school know I am concerned about my child's progress in school?	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's Teacher or form tutor initially. • The concerns may need referring if your child is still not making progress to the SENCO. • If you continue to feel that your child is still not making progress you should speak to the Headteacher or the school SEN Governor. 		
How will the school let me know if they have any concerns about my child's learning in school?	<ul style="list-style-type: none"> • The school will send you a breakdown of all your child's subjects and the progress they are making in each subject. This is colour coded so if your child has lots of subjects in red or yellow then your child isn't making enough progress. • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO • OALP has half-termly meetings with Curriculum and Achievement Leaders to make sure all children are making good progress • If your child is then identified as not making progress the school will put provision in place such as an achievement report to help them with their progress. Parents will be contacted about this. 		
How is extra support allocated to children and how do they move between the different levels?	<ul style="list-style-type: none"> • The school budget, received from Bradford LA, includes money for supporting children with SEN. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. • The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected. and decide what resources/training and support is needed. • All resources/training and support are reviewed regularly and changes made as needed. 		
Who are the other people providing services to children with an SEN in this school?	A. Directly funded by the school	<ul style="list-style-type: none"> • Learning support assistants • Learning mentors • Higher Level LSAs • Subject and Behaviour Support 	

	<p>B. Paid for centrally by the Local Authority but delivered in school</p> <ul style="list-style-type: none"> • Educational Psychology Service • Sensory Service for children with visual or hearing needs • Speech and Language Therapy (provided by Health but paid for by the Local Authority).
	<p>C. Provided and paid for by the Health Service but delivered in school</p> <ul style="list-style-type: none"> • School Nurse • Occupational Therapy
How are the teachers in school supported to work with children with an SEN and what training do they have?	<p>The SENCO's job is to support the teachers in planning for children with SEN.</p> <ul style="list-style-type: none"> • The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school information & training on SEN issues such as ASD, dyslexia etc. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service
How will the teaching be adapted for my child with learning needs (SEN)?	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. • Support staff will support with your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and/or in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
How will we measure the progress of your child in school?	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his teachers, Form tutors and Achievement Leaders. • Their progress is reviewed formally every half term and a new GCSE/BTEC grade is given in each subject. • If your child is not at level 1, your child will be assessed using another scale of levels that assess attainment up to Level 1. The levels are called 'P levels'. • The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all stakeholders (parents, teachers, outside agencies) involved with the child's education. • The SENCO will also check that your child is making good progress within any individual work

<p>What support do we have for you as a parent of child with an SEN?</p>	<p>and in any group that they take part in.</p> <ul style="list-style-type: none"> • We would like you to talk to your child's teachers and Form tutor regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. • The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • Homework will be adjusted as needed to your child's individual needs.
<p>How have we made OALP School accessible to children with SEN? (Including after school clubs etc.)</p>	<ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs. • We provide support with homework clubs and access to the library at lunchtime and after school. • Key words and literacy resources are used across the school to support learning. • We offer access arrangements (such as Readers, Scribes, extra time, enlarged papers, etc) for students in exams. The staff who help with the arrangements are trained prior to the exam and, in most cases, have worked with that student before
<p>How will we support your child when they are leaving this school? OR moving to another Year?</p>	<p>We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible. • When moving years in school: <ul style="list-style-type: none"> ○ Information about your child will be shared with their new teachers ○ If your child would be helped by a personalised plan for moving to another year, we will put this in place. • In Year 11 <ul style="list-style-type: none"> ○ If your child has a statement or EHCP they will meet with a 'Careers/Connections' officer

	<p>(Sophie Bottomley- Mason) to create a plan for their Post 16 education.</p> <ul style="list-style-type: none"> ○ The 'Careers/Connections officer' will also attend your child's annual review in year 11. ○ If your child does not have a statement or EHCP the plan will be created with parents and the pastoral team/SEN staff. ○ The SENCO and Careers/Connections officer' will support your child in finding a new school/college. ○ If necessary, the SENCO will arrange visits to new schools/colleges for your child.
How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons, school trips and at break and lunch times)	<ul style="list-style-type: none"> ● At all lesson changeovers pastoral staff and senior leaders are on duty, teachers meet and greet pupils at the start of the lesson and dismiss them at the end, hence staff on corridors at all change overs. ● Risk assessments are undertaken for all school trips and individual risk assessments are taken out for pupils in conjunction with the parent, school nurse or any outside agency. ● PE lessons are always supervised and risk assessments for individuals are undertaken if and when necessary. ● Staffed SEN area; this is at break, at lunch and after school. This area is to give students support but also encourage social interaction. Pupils who are upset, lonely or worried can access staff during the above times

Keeping Children Safe and Healthy

Where can parents find details of policies on bullying?	<ul style="list-style-type: none"> ● Policies can be found on the school Website, however if they ring school and request one school will send out a hard copy or email them a copy.
What is the school's policy on administering medication?	<ul style="list-style-type: none"> ● School has a policy on medication administration, ratified and agreed by governors. ● The Learning development department have numerous staff who have first aid trained and additional training to support those students with medical concerns.
How do you work with the family to draw	A meeting is held with the parent/carer, SENCo, school nurse and any other professional who is involved with

<p>up a care plan and ensure that all relevant staff are aware of the plan?</p>	<p>the pupil. The Care plan is then shared with all staff in briefing and monitored by the school every half term or sooner if needed, parents are consulted should there be any adjustments made to the plan. Equally, parents can come into school and meet with the school nurse if they feel the plan needs to be amended.</p>
<p>What would the school do in the case of a medical emergency</p>	<p>Call 999</p> <p>Contact a qualified first aider</p> <p>Contact parent/carer, collect them or pay for a taxi if required</p> <p>In absence of parent/carer a first aider would accompany the pupil to the hospital</p> <p>If language is an issue the member of staff would stay at the hospital and explain to the medical staff what had happened, if possible a translator would be brought in.</p>
<p>How do you ensure that staff are trained/qualified to deal with a child's particular needs?</p>	<p>All staff are trained every 3 years on Safeguarding/Child protection</p> <p>Relevant staff undertake external courses provided by the LA and private companies</p> <p>Asthma training is given in school to staff and some pupils in school</p> <p>Relevant staff trained on how to use an epi pen</p> <p>Relevant staff all trained on CAF completion and other relevant documents, i.e. RIATs, EWO referrals, etc.</p> <p>Training by outside professionals for ASD, ADHD, EAL, etc.</p>
<p>Which health or therapy services can children access on school premises?</p>	<p>School nurse</p> <p>Counselling</p> <p>Disabled toilets. The building is fully designed for wheelchair access including two lifts.</p>
<p>Who do I contact if I have concerns about my child's mental health?</p>	<p>Please call or arrange a meeting with the school's SENCo and he will be able to direct you to the correct member of staff. This could be our school's councillor, It could be our school nurse or it could be the Bradford's</p>

	Children and Adolescent Mental Health service.
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Working Together	
What opportunities do you offer for pupils to have their say? e.g. school council	<p>Student Council- one per term</p> <p>Student conferences – one per term</p> <p>Departmental questionnaires</p> <p>Listen to them on an informal basis when they come to speak to staff</p>
What opportunities are there for parents to have their say about their son/daughter’s education?	<p>Parents Evenings</p> <p>Review meetings</p> <p>Open door policy</p> <p>Parent consultations</p> <p>Arranging a meeting with teachers.</p>
What opportunities are there for parents to get involved in the school or become school governors?	<p>Invitation to be a governor given at new pupils parents’ evenings.</p> <p>Invitation Via the newsletter</p> <p>Invitation Via the website.</p>

<p>How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)</p>	<p>Governor link to SEN</p> <p>Governor link to Pupil Welfare</p> <p>Governors attend attendance and behaviour panels</p> <p>Governor linked to SEN or vice chair comes into school once every half term; parents notified and can come in to meet them.</p>
<p>What Help and Support is available for the Family?</p>	
<p>Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?</p>	<p>Yes, SENCo would arrange to meet with them and help them complete all the necessary paper work.</p> <p>Parents are offered this service at a parental meeting or by phone.</p> <p>Home visits are undertaken if parent/carer can not get into school.</p> <p>Barnardos are available to give independent support to parents and students who are going through the process of receiving SEN support.</p>
<p>What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?</p>	<p>Full time careers advisor in school who meets with all pupils in KS4 to discuss college and career opportunities.</p> <p>Representatives from colleges and apprenticeship schemes regularly attend school events</p> <p>From year 9 Connexions representative attends statement reviews</p>

	Additional support is given to SEN students for transition for post 16 provisions.
How does the school help parents with travel plans to get their son/daughter to and from school?	Bradford Council arranges transport for those students with a statement/EHCP. Support staff make sure that the students get off the bus properly when they come to school and get on the bus when they leave school.
Transition from Primary School and School Leavers	
What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)	<p>Year 7 co-ordinator visits primary schools to speak to pupils in Year 6</p> <p>Additional visits are arranged for SEN pupils</p> <p>SENCO meets with pupils and parents throughout the year in preparation for transition.</p> <p>SEN information is prepared for staff for September so all needs are met straight away.</p> <p>Year 6 pupils visit on several occasions in the final term of Year 6.</p> <p>Year 5 pupils visit on a regular basis</p> <p>Pupils who need buddying are put in the same form to support each other.</p> <p>SEN staff are available around school if there are any initial difficulties.</p> <p>Achievement Leaders/Form tutors can be contacted by parents with any concerns.</p>
What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)	<p>Taster days at local colleges in Year 11</p> <p>Connexions support during Years 9, 10 and 11 for Statemented pupils and in Year 10 and 11 for all other pupils on the SEN register.</p> <p>Apprenticeships arranged in Year 11.</p>
What advice/support do you offer young	Constant reminders about the importance of good attendance and punctuality, good literacy and numeracy, good

people and their parents about preparing for adulthood	behaviour and attitude for the world of work and to be happy in personal life. Provide good role models of behaviour to pupils by the way staff treat each other and the pupils.
Extra-Curricular Activities	
What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?	Clubs are available after school. The school actively encourage pupils to participate in these. All activities are free. The school library is open every break, lunch and after school. All clubs are mentioned in newsletters and on the website.
How do you make sure clubs, activities and residential trips are inclusive?	Risk assessments are carried out, parents are consulted and parents are offered a place to accompany their child if needed. 1:1 support or small group support for pupils. When invites go out for trips the quieter, more vulnerable student will be approached personally and persuaded to give it a go. Experienced, trained LSAs accompanies most trips out.
How do you help children and young people to make friends?	Specialised, small form groups. Social skills interventions through SEN staff or mentors