



SEND & The Learning Centre

Special Educational Needs & Disabilities Information Report

The Oldershaw Academy

Due regard has been given to the following legislation and guidance:

- Equalities Act (2010)
- Children and Families Act (2014)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015)

Under the SEND Code of Practice, all schools have a duty to publish a special educational needs (SEND) information report. This Report should be considered in conjunction with the Academy's SEND Policy.

Should you wish to clarify any information contained in this report, or require further details, please do not hesitate to contact the Academy's SENDCO, Ms E Stanley, via the Academy's office on 0151 638 2800.

Approved by:	Date:
Last Reviewed on:	
Next Review due by:	

<p>How does The Oldershaw Academy know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<p>All staff at The Oldershaw Academy recognise that early intervention is key to supporting children with special educational needs and disabilities (SEND) therefore staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and primary schools prior to the child's entry into the Academy.</p> <p>The Oldershaw Academy has close and well-established links with a number of 'feeder' primary schools in the local area and younger pupils are regularly invited into the Academy for primary liaison events to build their confidence in a secondary school environment.</p> <p>If you think that your child may have a special educational need, please contact Ms Stanley, via the Academy's office on 0151 638 2800, in order to discuss your child's needs in further detail.</p>
<p>How will The Oldershaw Academy prepare and support my child when joining the Academy or transferring to a new school?</p>	<p>We recognise and understand that for children with SEND and their parents, transition to secondary school may present unique challenges and anxieties. With this in mind, the Year 7 Progress Leader and SENDCO work closely with primary colleagues to share key information and strategies for children with SEN.</p> <p>All primary schools are visited during the Summer Term before transition and several information-sharing meetings attended, including Wirral's SENDCO-SENDCO Transition Meeting.</p> <p>Where appropriate, the Academy works with primary SENDCOs and teaching staff, parents/carers and children to identify specific pre-transition support required. This can include individualised tours / visits to the Academy, 'taster' lessons and introductions to key staff in order to facilitate a smooth transition to Year 7.</p> <p>If a pupil with SEND is leaving Oldershaw and moving to another school, we will contact the SENDCO to ensure that they have information about the pupil's needs and how best to support their learning.</p> <p>Where a pupil is moving to a further education provider for post-16 provision, the SENDCO will liaise with relevant staff at the provider to support a successful transition.</p>

<p>How will The Oldershaw Academy staff support my child?</p>	<p>The Oldershaw Academy is an inclusive school and we support children with a wide range of needs. Quality First Teaching (QFT) for all pupils, including those with SEN, is a priority of the Academy and all teaching staff differentiate their lessons to meet individual needs.</p> <p>Support is personalised according to individual pupil needs and follows a person-centred approach, where the wishes of the child and their parents / carers are central the planning and provision of support.</p> <p>The support offered to pupils includes:</p> <ul style="list-style-type: none"> ✓ Literacy interventions ✓ Numeracy support ✓ Social skills support and teaching such as Jed Baker Social Skills ✓ Nurture Groups in Years 7 – 9 ✓ Enhanced Curriculum in Years 10 – 12 ✓ Sycamore Class (MLD Resourced Provision) ✓ Emotional wellbeing support such as Let's Get Cooking and anxiety management ✓ Keyworker support for individual pupils ✓ Homework Club ✓ Lunchtime Club ✓ Counsellor ✓ Exam concessions ✓ Specialised equipment e.g. writing slopes, pen grips, laptops, coloured overlays <p>Support is determined by the needs of individual pupils so varies significantly according to the pupil population.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>All students have equal access to the curriculum including the National Curriculum which is modified where necessary to meet students' needs. Differentiation of the work occurs as appropriate. Access to education activities would only be denied if it was likely to be prejudicial to the student's health or well-being.</p> <p>The Oldershaw Academy is funded by Wirral Local Authority to deliver a Resourced Provision Based. The Resourced Base at Oldershaw is designed to meet the needs of students who have an Education, Health and Care Plan (formerly a Statement of SEN) where the primary need is stated as Moderate Learning Difficulties. Allocation of places in the MLD Resourced Provision is controlled by the Local Authority.</p>

	<p>Where a child's EHCP states MLD Base provision, the child will be taught as part of a specialist class, either the Sycamore Group (currently in Year 7 and Year 8), the Nurture Group (KS3) or Enhanced Curriculum group (KS4). These groups follow a highly differentiated curriculum, delivered by specialist teaching staff and supported by Curriculum Support Workers (CSWs) in the classroom. The Academy is fortunate to have a suite of classrooms available for pupils in the MLD Base to build continuity and security of a familiar environment. Where subjects require specific equipment or resources such as Science or Design Technology, the Sycamore, Nurture and Enhanced Curriculum Groups are taught as discrete groups within departments.</p> <p>The Academy's curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision.</p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Pupil progress is reported to parents / carers in a number of ways:</p> <ul style="list-style-type: none"> ✓ Termly progress reports to parents ✓ Annual reports which comment on progress and areas for improvement ✓ Parents' Evenings ✓ Regular communication between teaching staff and parents / carers according to concerns via phone and email ✓ Communication using the SIMS ParentApp <p>Parents will be advised through progress reports and online resources as to how they can support a child's learning at home.</p> <p>Where a pupil has an Education, Health and Care Plan (EHCP) or Pupil Funding Agreement (PFA), children, parents / carers, relevant professionals and the Academy SENDCO will collaborate as part of the statutory Annual Review process.</p>
<p>What support will there be for my child's overall wellbeing?</p>	<p>The Oldershaw Academy offers a robust, highly effective pastoral system to support the wellbeing and emotional development of our pupils. Each pupil is a member of a form group, overseen by a Form Teacher; pupils meet with their Form Teacher each morning and afternoon and are supported to ensure they are 'ready to learn' such as equipment, uniform and any pastoral concerns. All forms follow a structured PSHE (Personal, Social, Health and Economic education) programme to support overall wellbeing.</p>

	<p>Each year group is overseen by a Progress Leader and Assistant Progress Leader.</p> <p>In addition to leading the Form Teacher team, Progress Leaders and Assistant Progress Leaders address pastoral issues and oversee the academic progress of the Year Group.</p> <p>A dedicated Safeguarding and Inclusion Lead, Mrs Gill Read, is also available to support the work of the pastoral team to ensure the safety and wellbeing of all our pupils.</p>
<p>What specialist services and expertise are available at The Oldershaw Academy?</p>	<p>The Academy continues to build strong working relationships and links with external support services in order to fully support our pupils with SEND and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.</p> <p>The Academy works with a range of agencies, dependent on the changing needs of the pupil population, including:</p> <ul style="list-style-type: none"> ➤ Hearing Support ➤ Vision Support ➤ Occupational Therapy ➤ Physiotherapy ➤ Child and Adolescent Mental Health Service (CAMHS) ➤ Community Paediatrics Team (Wirral University Teaching Hospitals) ➤ ADHD Specialist Nurses
<p>What training at the staff supporting children and young people with SEND had or are having?</p>	<p>We aim to keep all staff up-to-date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. In addition to whole school INSET days throughout the year, weekly CPD is delivered to all staff.</p> <p>The Academy recognises the importance of ensuring that staff are provided with relevant training in order provide Quality First Teaching for all pupils, including those with SEN. Therefore, the SENDCO liaises with a range of professionals to provide specialist training from outside organisations, such as the Educational Psychology Team, Wirral Sensory Service (for pupils with hearing and / or visual impairments) and the ADHD Foundation.</p> <p>As required by the SEND Code of Practice, the SENDCO has completed the National Award for SEND Coordination and a Postgraduate Certificate in SEND Coordination.</p>

<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>All pupils attending The Oldershaw Academy are offered a wide range of extra-curricular events, which are accessible to pupils with SEND wherever possible.</p> <p>There are a range of daily lunchtime activity clubs and after-school activities, including some which offer specific support for vulnerable learners and pupils with SEN.</p> <p>We are committed to making reasonable adjustments to ensure participation for all, so please contact the Academy's SENDCO to discuss specific requirements.</p> <p>Where required, the Academy works with Occupational Therapy Services to develop accessibility plans and Personal Evacuation and Escape Plans (PEEPs).</p>
<p>How accessible is The Oldershaw Academy environment?</p>	<p>The Oldershaw Academy building complies with the appropriate building regulations and with all relevant accessibility requirements:</p> <ul style="list-style-type: none"> ✓ The building has lifts, ramps and double doors ✓ The Valkyrie Road entrance has a wheelchair height section ✓ All additions to the existing building are fully DDA compliant ✓ There are accessible toilets available in a number of sites across the school building and sports hall <p>The dedicated Learning Centre is sited on the ground floor to facilitate ease of access and has dedicated teaching rooms for students with SEND to access.</p> <p>Where required, the Academy works with Occupational Therapy Services to develop accessibility plans and Personal Evacuation and Escape Plans (PEEPs).</p>
<p>How are school resources allocated and matched to children's special educational needs?</p>	<p>All pupils with SEND will have access to Element 1 and 2 of the Academy's notional budget, which is spent on staffing, specialist resources and training. Some pupils with the most complex SEND may access additional funding from the Local Authority, either through a Pupil Funding Agreement (PFA) or EHCP. This is accessed through the Academy demonstrating to the Local Authority that the student's needs exceed the Element 2 funding.</p> <p>Where meeting a pupil's needs exceeds the threshold, the SENDCO, in consultation with the pupil, their parents / carers, will make the relevant application (for either PFA or EHCP depending on complexity of need) to the Local Authority for assessment. A multi-disciplinary PFA / EHCP panel will then consider</p>

	<p>the evidence presented and will determine whether the level and complexity of need meets the threshold for this funding.</p>
<p>How is the decision made about how much support my child will receive?</p>	<p>It is the responsibility of the Academy's Senior Leadership Team, SENDCO and Academy governors to agree how the allocation of resources is used and deployed in order to ensure that pupils with SEND make at least expected progress and meet individualised outcomes.</p>
<p>How will I be involved in discussions about and planning for my child's education?</p>	<p>The Oldershaw Academy believes that a close working relationship with parents is vital to provide the best possible outcomes for each child.</p> <p>The Learning Centre staff may signpost parents/carers of pupils with SEND to additional support services as necessary.</p> <p>If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.</p>
<p>Who can I contact for further information or if I have any issues or concerns?</p>	<p>The Academy's SENDCO is Ms Emily Stanley, who is part of the Senior Leadership Team, and the Academy's SEND Link Governor is Mrs Sarah Murphy. To contact either Ms Stanley or Mrs Murphy, please ring the Academy's office on 0151 638 2800.</p> <p>Further information about how to support a child with SEND can be found at Wirral's Local Offer: www.localofferiwrral.org</p> <div data-bbox="1279 1086 1585 1267" style="text-align: center;">  <p>Local Offer Wirral</p> </div>