

Ocker Hill Academy Local Offer

Date: Academic Year 2017/18

"Disabled pupils and those who have special educational needs concentrate very well in lessons and make excellent progress. This is because of the personal help they receive from well qualified adults that provide them with small but highly challenging steps forward in their learning."

"Teaching assistants make a very positive contribution to learning, especially for disabled pupils and those who have special educational needs. Their expert knowledge of the needs of these pupils means that intervention and support sessions are skilfully shaped according to pupils' different abilities, to promote high achievement."

"Leaders have a very clear commitment to combating discrimination and promoting equal opportunities. This is shown in the outstanding progress made by all groups of pupils, from all backgrounds. The school fosters excellent relationships with outside agencies and other schools to improve pupils' life chances even more."

Ofsted 2013

In the previous academic year, pupils on the SEN register made outstanding progress.

This document is designed to set out clearly how Ocker Hill Academy meets children and young people's special educational needs. If you are reading this as a young person the provision expected to be in place for parents/carers, should be in place in this school for you.

Universal Offer

This is what the academy offers to all children including those who may have difficulties in learning or difficulties with behaviour or physical/medical needs.

As a parent/carers or young person you can expect that:

- The academy informs you about their policies and approaches to learning, including how they work with children who have learning difficulties.
- The academy welcomes you and your child and take the time to discuss your child's needs before they start school.
- The teachers and support staff who teach your child have had professional development and training so that they know about how children learn including those children who have difficulty in learning.
- The academy should be able to tell you about the programmes which they are able to offer, in addition to what is available day to day in the classroom if children need a boost to their skills. This will include literacy, numeracy and behaviour programmes to support children's learning.
- The teachers who teach your child are able to accurately assess the level at which he/she is learning.
- The teachers who teach your child are able to differentiate (plan tasks for children at different stages of learning in the same class) so that your child is given work to do at a level where they will be able to complete the task independently, or with a little support.
- The teacher will use a range of resources and strategies and teaching methods to take account of any barriers to learning.

- The academy will keep you informed about how your child is progressing three times per year and through a written termly report detailing progress and will be happy to discuss your child's progress, at other times, if you make an appointment. As a child or young person you should always know how well you are doing and what you need to work on to improve further.
- The academy will put in place a range of short term, small group or individual programmes (interventions) that may help your child to 'catch up' if they fall behind in reading, writing or maths or if they have difficulty managing their behaviour. The academy will keep you informed if your child needs one of these interventions and work in partnership with you to give it the best chance of being successful.
- These interventions are sometimes at a level called Wave 2. The academy will explain which intervention is being used, tell you how long it will last and what progress they are expecting that your child will make. They will meet with you at the end of the intervention period to discuss progress.
- The academy may ask you if they can consult with a speech and language therapist, advisory teacher or educational psychologist to give staff and yourself as the parent, advice on strategies which may help your child's learning and/or behaviour.
- The academy will inform you if your child needs a more intensive or individualised level of intervention in order to make progress in their learning. The academy's Special Educational Needs Coordinator (SENCo) may talk to you about this. (All schools have to have a SENCo with experience and/or additional qualification in special educational needs and this person will meet with you and advise staff in the school, about how best to help your child to make progress.)
- The academy will also be able to signpost you to support, advice and any extra curricular activities that may be available.

Additional SEN Support Offer

The Department for Education provides every academy with funding that is different for each academy, but is to support children with SEN. The amount of funding means that most children's need for support and interventions can be met without the need for an EHCP plan. What you could expect to see in the academy is set out below:

- The academy should discuss with you how their intervention programmes are helping to achieve the children's longer term academic and personal goals and, if progress is slower, why this might be.
- If your child is not making progress in their learning or they have difficulty in managing their behaviour despite the academy using all the strategies outlined at the Universal Offer then he/she may need a higher level of support/intervention to help them make progress. The academy will invite you to a meeting to gather your views and explain what new strategies and support could be put in place.
- The academy will continue to offer all the support and teaching strategies available at the Universal Offer level. The academy will be able to tell you what programmes they have to support reading, writing, maths and emotional/behavioural difficulties that they assess will support your child.
- If your child has a particular learning or behavioural difficulty such as hearing impairment or visual impairment, a diagnosis of attention deficit disorder, autism, speech and language , moderate learning or specific learning difficulty; teachers and support staff in the academy will seek additional professional development/training to ensure that they can best meet your child's needs.
- The academy will ask for advice from an outside agency such as speech and language therapist, advisory teacher, HI/VI teacher or an educational psychologist to assess your child and recommend strategies and programmes to improve progress. As a parent you can request that the academy seek outside agency advice at any time. Agencies will respond as quickly as possible to school or parental requests. Click on the link to see information about [access to the Inclusion Support Team](#)
- The Academy will put in place programmes which will mean your child works 1:1, or in a small group, with a teacher or a member of the support team on the aspects of learning or behaviour with which they are having

difficulty. These programmes may last as long as 20 weeks; you should be told how long the intervention will last and what progress is expected.

- Your child may have some support in class for some lessons, if the school thinks this will help him/her to make progress. Your child will not always need, or benefit from 1:1 support in class, because they need to learn to work independently. The academy will discuss with you whether this type of support would be helpful, in which lessons, and for how long the support will be in place.
- You will be invited to a meeting which informs you about the programme or programmes to be used, why they have been chosen and what progress they are expecting your child to make. You should be invited to a review meeting to discuss progress.
- If your child has made progress then the academy will discuss with you:
 - whether there needs be a further period of intervention;
 - if your child needs to use the strategies they have learned in the classroom for a period before putting a further programme in place;
 - or, that such good progress has been made that support is no longer needed.
- If your child has not made progress the Academy should consult with outside agencies to seek further advice on strategies and programmes.
- If the outside agency make an assessment, you will be invited into the academy to discuss how the programme and support will change; how you can help and when there will be a meeting to review the new programme.
- These measures should ensure that your child makes progress at the best possible rate but the academy will continue to review the programmes used and meet with you as a parents and should offer you a meeting at least once a term.
- If you are not happy about your child's progress ask for further meetings with staff in the academy and outside agencies to ensure that you have confidence in the provision.

- If you wish to complain about the academy's response to meeting your child's needs you must first raise your issue with the head teacher. If you are still unhappy raise your concerns with the Chair of Governors at the school. If you are still not satisfied then register a complaint with the Local Authority at Sandwell Council House. The Parent Partnership Service is also there to help and the academy will have the contact details.

Education and Health Care Plans

- Children who have severe levels of physical, learning, communication or emotional/ behavioural difficulty, that are lifelong and complex, may need an EHC plan. If all parties agree to begin the process; an EHCP takes approximately 20 weeks to complete. Your child will continue to be supported from the school's SEN resource while this process is completed.
- For most children this is likely to be initiated following the assessment made between 2 and 2 1/2 years of age by the health visitor. There may be other children whose needs are not initially apparent who have degenerative conditions or who have a later diagnosis who will still require an EHCP due to the complexity of their need.
- The EHCP will specify for the academy what sort of provision your child will need in order to access the curriculum and make progress. It is likely to be highly individualised.
- Staff in the academy will access additional professional development in order to ensure that they have the skills to teach your child
- Your child will also have access to all the provision detailed on the school's provision map, in the Universal Offer and Single School Based Category of SEN which are appropriate to their learning needs
- Many children who need an EHCP will be educated in a mainstream school but your child may benefit from a special school placement or focus provision placement. The options will be discussed with you as the EHCP is developed.
- The academy will keep you informed about the progress your child is making through assessment and termly review and the Annual Review of the EHCP.

- If your child is not making expected progress then the academy will request additional advice from outside agency staff or special school outreach staff who have additional expertise in respect of your child's difficulty.

Ocker Hill Academy Specialist Development Centre

- In September 2017, Ocker Hill Academy opened a Focus Provision for pupils with Autistic Spectrum Disorder.
- The Focus Provision has 10 places and is located in the previous Caretaker's house at the side of the main academy building.
- The Focus Provision caters for children from Year 3 to Year 6.
- Pupils will be on the main roll of the school and will have a place in a mainstream class. Their time will be split between the mainstream classroom and Focus Provision to suit each individual child's needs.
- In order to qualify for a place in the Focus Provision, pupils must have a formal diagnosis of Autism and an EHCP.
- If children do fulfil this criteria then places can be requested via the annual review process.
- Ocker Hill Academy will then assess the pupil's needs and respond formally as to whether they are in a position to offer a place, based on the child's needs.
- Our highly trained staff will then initiate an extended transition, working alongside the family, to ensure that the children are successfully integrated into the Focus Provision.
- For any more information, please contact the Academy SENCo, Joe Farmer, on 01215560445.

Further Information

- [Accessibility Plan](#)
- [Admission Policy](#)
- [Pupil Premium Report](#)

- [Complaints Policy](#)